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Volume X

Number 2

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in Teaching Speech?

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The SPEECH TEACHER

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WHAT ARE THE CONTEMPORARY TRENDS IN TEACHING SPEECH?

Donald K. Smith

PROFESSOR Frank Rarig, the first chairman of the Department of Speech at the University of Minnesota, and now retired, has left many lasting impressions on our campus. Some of these proceed from the fact that he joined keen perception of the peculiar complexities of verbal behavior with a somewhat robust sense of humor. I have been told that on at least one occasion Professor Rarig trapped an unwary colleague on a cold, wintry day, as the two passed one another on their way across campus. The unwary colleague produced a common, verbal social gesture by saying to Professor Rarig, "How are you?" Rarig held up his hand, halted his acquaintance, and replied in effect, "You have just asked me a difficult yet profound question. How am I? I scarcely know where to begin. But I want to give your question the respect it deserves. I think I should divide my inquiry into three parts: How am I physically? How am I intellectually? And what is the status of my spiritual well-being on this day?" And so on, and so on. The game was played until the freezing colleague, with a varying mixture of irritation and amazement was successful in halting the

flow of response, and in continuing his flight from the cold.¹

I was reminded of Professor Rarig's innocent question gone wrong when I began to study the question I had agreed to answer for this paper. At one level the question, "What are the contemporary trends in teaching speech?" is susceptible to a quick, conventional and appropriate answer. The answer would be, "There are doubtless trends, but they can't be known. The particular complex of studies that has grown up around the label "speech" in the last fifty years is still young and unstable, subject to sudden growth, sudden decay, and constant change. Moreover, this discipline called "speech" exists as part of an educational order that today seems to be riding off in several directions at once—toward increasing fragmentation and specialization on the one hand, and toward some new and undefined synthesis on the other hand. In such a situation, only those who confuse their hopes about the shape of

¹ The story may be fiction, but those who know Professor Rarig will agree, I believe, that it ought to be true. I asked Professor Rarig about the incident as it was told to me, and he said that he didn't recall it. But he did recall a number of incidents in which he had used imaginative methods to convince colleagues from other disciplines that speech was a complicated phenomenon.

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the future with their ability to predict the future would be rash enough to believe they see a trend."

But a question about "trends" invites speculation even more inevitably than a question about one's health. A quick, modest answer such as I have just given doesn't satisfy me, and I hope it doesn't satisfy you.

At a second level of analysis, it seems to me that my primary experience with teaching speech has not been so much an experience with change, or growth, or possible trends as it has been an experience with stability, changelessness, trendlessness. In other words, my answer to the question posed would be that the trends, if any, in the teaching of speech are much less important than the stability which characterizes the central activity of speech teachers.

To be sure, we speech teachers are enthusiasts and borrowers. Caught up by the energy of the young science of psychology some half century ago, we "psychologized" our rhetoric texts. We are now looking with interest at the terminology of a "new rhetoric" as Kenneth Burke applies dramatistic labels to communication. Perhaps we are in the process of "rhetoricizing" our psychology. We look with equal interest at the terminology applied by physicists, and electrical engineers to the phenomenon of communication. To put the matter badly, we may be trying to "electrify," or possibly "electrocute," our rhetoric. We were charmed by Korzybski's verbal imagination, so we "semanticized" our discussions of language, and we are now getting philosophic about our semantics.

But I am less impressed than I once was with the significance of the various verbal strategies by which we talk about speech. We need periodically to renew our language and to re-order our per-

ceptions, but I doubt that this affects materially the way in which we conduct the teaching of speech. I am more impressed by the enormous conservatism of our labors. I think it possible Isocrates and Quintilian might have trouble talking comfortably about the teaching of public speaking to those of us teaching today, even if we all spoke Esperanto. But I think that if we visited one another's classes, we would recognize commonalities of purpose and method which have remained constant through the centuries.

Yet there is a paradoxical quality to this stability of purpose and method which characterizes the teaching of speech. It would seem that with two thousand years of experience to guide us, we would be able today to describe our content, purpose and method quickly and clearly. But the truth is, our work seems to defy decisive and ultimate description. The same facts about human society and about the nature of speech that make for changelessness also make it all but impossible for any generation of speech teachers to learn what they are to teach and how they are to teach, simply by studying the practices of preceding generations. In other words, we speech teachers, by the nature of our subject matter and mission, seem always to have to learn anew, for ourselves, how to do our job in the particular historical context in which we live. As one who professes to teach prospective teachers, this fact about our discipline frustrates me, but I think it needs to be acknowledged. Like Sisyphus, the speech teacher always starts at the bottom of the hill with his job, but he never gets the stone of either his job or his method securely to the top of a hill where it can be known and possessed by all succeeding generations. And this situation

doesn't make for many trends in teaching speech.

I should make it clear that when I talk about the teaching of speech today, I'm concerned only with that sort of speech instruction which seeks to help students develop their personal skills in speaking. This is the central concern of speech instruction in our elementary and high schools; it is the mission of most courses in speech fundamentals, public speaking, discussion, debate, oral interpretation, acting, and the like at the college level. There are, to be sure, other facets to speech as an academic discipline. Speech as a physiological, acoustic, linguistic, psychological, political and sociological phenomenon is properly studied in the same ways that any other important event in our environment is studied. This study leads to an accumulation of knowledge, and this knowledge and the methods of adding to it are taught in a variety of speech courses in our colleges and universities. But for obvious reasons, my subject needs some limitation, and I choose to discuss the teaching of speech as it relates to the objective of improving rather directly the personal skills of students.

As I have indicated, this central *reason for being* of speech instruction has not changed much over the centuries, nor is it likely to change. Speech is almost uncontestedly man's most significant behavior. All social organization—the family, government, business, and the church—all of the intricate pattern of relationships which we know as society, or culture—all of these exist by virtue of man's capacity to speak. Speech transmits culture, shapes culture, and is shaped by culture. And it is inevitable that a behavior so crucial both to the purposes of individuals and to the shape and functioning of our social order

should receive the serious attention of our educational apparatus.

But there is another fact about the behavior known as speech which has tended historically to give instruction in this area a rather distinctive, but at the same time eternally troublesome character. This second fact, it seems to me, explains at once the general shape of the method by which we have always taught speech, and at the same time explains why we must always be learning anew how to teach to good purpose.

This second set of facts—and I treat them as a set because it seems to me they work together—may be described as follows. First, the behavior known as speech is an extraordinarily complex form of human activity, which often embraces in a single, unified human action a variety of behaviors of quite different sorts. When we speak, part of what occurs is conventional, and part of what occurs is likely to be an imaginative re-ordering or repatterning of convention; much of what occurs is a sub-conscious response to a stimulus subconsciously grasped, but part of what occurs may be a deliberate choice among alternative possibilities—and sometimes the choice is a very deliberate one indeed. Part of what occurs is expressive—a symbolization of the speaker's internal state; part is dynamic in the sense that it involves the speaker's purposes toward events around him—toward a listener, or an object. In short, this behavior is so infinitely complex in even its simplest units of action, that it must often seem to those of us who say, "My goal is to help students to improve in speaking skill," that we have said too much.

But the complexity of the action known as speech is only part of the story. Our students come to us already able to speak. They learned to speak, and they learned to speak without our help.

Even as children they often seem to have learned how to conduct an action of baffling complexity with a skill and unconscious ease which makes the totality of what we may be able to teach seem small and unimportant by comparison. The speech of our students, then, is not so much a skill acquired by a human being as it is a characteristic of man. Our subject in trying to help students speak better is not so much *speech* as it is *man speaking*.

Now it occurs to me that out of the complexity of speech, and out of its condition as an action which is learned before it is ever formally taught, we get some important effects on the general methods by which we teach, and also some important problems.

As teachers of speech, we are trying to get students to make intelligent modifications in their behavior and their perceptions. But the behavior in question is almost as much a part of the person as breathing. In a sense, we are not asking the student to put on a new shirt, or comb his hair; we are asking him to grow new skin, or another nose. Of course, we don't ask for very much at one time, and what we ask for we try to make rather specific and a matter of joint aspiration. I have always thought it comforting to a speech teacher to find that a student has a specific, easily defined problem in speaking. Just a little problem can be a sort of "happy problem," to use Herbert Gold's phrase. I had an excellent student in public speaking this spring who startled me in his second speech by referring to a picture on the wall with that unenviable and ambiguous pronunciation "pitcher," and I recall being rather pleased when I noticed this. I think the student was pleased also when I pointed the matter out to him, and he vowed to drive this errant habit from his nervous system.

It gave us something comfortable and tangible to talk about. Growth was now ours for the asking—not much growth, but meritorious growth.

But these happy problems don't always appear, and there is still our mission of encouraging growth in the speaking capabilities of our students. Somehow we need to help them acquire knowledge, but it must be a particular sort of knowledge. They must not only learn things about speaking more effectively, they must learn these things in a way that will take root in their way of living. To use a term of which Soren Kierkegaard made quite a point, the knowledge they need is not the sort that is merely learned; it must be *appropriated*.

I think you know the problem I am talking about. A student learns, and recites to us, the characteristics of an effective introduction. He may even be able to refer to illustrations of such characteristics. But then the student rises to speak and he makes no use of that which he has supposedly learned.

"My subject today," he says, "is Juvenile Delinquency. This is a serious problem because so many delinquents are juveniles." (You think dispiritedly of an article you have read on "juvenile delinquency" in the last Sunday supplement, the worst portions of which are now about to be used to agitate the atmosphere.) The concepts are there, but they have merely been learned, and not appropriated. And it is only learning that has been appropriated which can take root in behavior.

It may help to clarify my point to describe something of the context from which Kierkegaard drew his notion of appropriation. He was worried about the Christianity of his fellow Danes, and, as he saw it, the root of the problem was that of trying to teach Chris-

tianity to Christians. The analogy with speech is not perfect, but it is suggestive. We are trying to teach speech to speakers.

As Kierkegaard saw it, any reasonably effective preacher could teach the message of Christianity to savages who had never heard of it. (I draw an analogy out of my own prejudices and say that it is not much of a trick to teach mathematics, or chemistry.) But to teach a man who already thinks he is a Christian to be a Christian—ah—that is a problem. Lecture to him, and he will agree with you, or go to sleep. Present concepts to him, and he will give them back to you, and go on living as he always has. This Christian who is not a Christian, thought Kierkegaard, cannot really be taught; he can only be stirred into learning. He must be made active, curious, irritated, bewildered, anxious. He must seek, and learn, but that which he learns must be *his*—it must be appropriated. Only then will it take root in his life.

I don't think it too far-fetched to say that speech teachers, without the Kierkegaardian flourishes, have always known that if students are to be helped to better speech, they cannot really be taught in a narrow sense of that term. But they can be helped to learn. They need knowledge, but not the teacher's knowledge. They need knowledge they have uncovered for themselves—knowledge which they have appropriated. This is the deeper significance of our emphasis on placing students into speaking situations as the beginning of our instruction. The students learn to speak *by speaking*, not because practice makes for better habits. It doesn't always. After all, practice gave the student all of the behavior he brings to our classes, and more practice in and of itself won't do anything for him. We place him into speak-

ing situations to try to turn him into a student of speech; to try to get him to grapple with the eternally complex problems of communicating with another person; to try to get him challenged, and bewildered, and uneasy, and curious. We may ask him to read a book, or we may talk to him about speech to help him find the better questions to ask, and to help him verbalize some of his insights. But we know the pitfalls of the knowledge that we hand him. We know that it is not really appropriated unless he sees it related to his own experience; unless he knows that he has learned something that is now really his. As Marie Rasey puts it, we teachers are "scene shifters and stage managers," not fountains of wisdom. I don't think this is true of all teachers or all teaching. But I think it has to be true of the teacher who hopes to teach speech in the sense of inducing students to change and to grow.

But all of this is old—it is the inductive method of teaching practiced (at least by some) throughout the history of speech instruction. It accounts for the disorderly, non-progressive nature of our instruction; for its repetitiousness and lack of sequentiality. Well handled, it is also the genius of our method, a method that gives to an occasional student that decisive moment when he *knows* he has learned something. He knows it because it is *his*, and because it has taken root in his way of living. He has learned, and he is different because of it. But this disorderly, repetitious, non-progressive, absolutely necessary purpose and method of our instruction is old—very old indeed. It is old, and it is stable, and I expect it to grow older, and to remain stable because I think it rises from the nature of speech itself. And just as students of speech in this sense cannot so much be taught as

induced to learn, so teachers of speech cannot be taught how to teach, but only prodded toward learning for themselves the nature of their work.

I have now said that trends in teaching speech, if any, can't be known, and that the most important characteristic of speech instruction is not to be found in a study of trends so much as in a study of its trendlessness. But all this adds up to a double evasion of my subject, and no one, least of all a speech teacher, would want to dismiss a question about trends without producing some of his favorite visions of things to come. So I will try to produce a few assertions about the wave of the future. These predictions, you will observe, are phrased with evangelistic fervor. I take the liberty of predicting that things I think ought to occur will, in fact, occur.

First, we will, because we must, seek in the next few years to restore, at the second school and undergraduate college level, to the study of speech a strong sense of the relationship between speech forms and events, and the forms and purposes of our social institutions which shape and are shaped by speech. This sense of relationship existed in ancient times. It existed in the relationship of Aristotle's *Rhetoric* to his *Politics*, and in Cicero's view of the orator as statesman and philosopher. In our own century it seems to me that the vision of personal speech as a significant correlate of institutional life has been largely lost. We speech teachers have been beset on the one hand by the growing complexity of institutional life, and of the forms and media within which acts of speaking proceed. On the other hand, we have been attracted by the just emphasis given by American education to the thesis that the development of the individual student is our first responsibility. I call this thesis just,

but it has led us to orient ourselves and our students so exclusively toward speech as an instrument for achieving personal goals as to lose sight of the study of speech forms and media as they grow into and out of our institutional life. We see political debate, sermons, the lawyer's plea, radio and television as things given us to be used, rather than as forms signifying to some extent what we are and controlling what we can be.

It would be helpful at this point if I could state simply and clearly how we speech teachers can go about the work of restoring a sense of the relationship between speech forms and media, and the nature of our social institutions. But the task is not a simple one, and I must remain true to my earlier comments about the nature of speech instruction by suggesting that we speech teachers must simply learn, for ourselves, how to accomplish this goal. I do think that speech classes and speech activities offer us opportunities for accomplishing this purpose which we may not have used. For example, if we are to retain interscholastic competition in "memorized oratorical declamation"—not one of my favorite contests—why should we not turn this activity into something more than an exercise in delivery? Why should not we insist that this contest concern itself with memorable historical speeches, and that the student prepare himself not by simply memorizing the speech, but by studying it in its full context, and its full rhetorical characteristics? The contestant could then use half of his contest time for talking about the speech, and half for presenting an illustrative portion of the speech.

To continue this line of thought, I think that those of us who teach speech have reason to be concerned with the almost total disappearance of rhetorical literature from the body of materials

commonly studied by high school students. The decline in attention to Shakespeare in the high school has produced innumerable cries of alarm from the all too numerous critics of education, but the disappearance of the study of Burke, Webster, Lincoln and Emerson—as speakers—has taken place almost without notice. I think those of us who teach speech ought to notice this fact, and ought to test the possibility of restoring historical-rhetorical study as an aspect of our basic instruction. Some high school teachers, I know, are already doing this.

We may also have been missing an opportunity to give a strong social emphasis to the political and cultural significance of radio and television. Too often, I believe, we see these media simply as contexts within which our students work to improve their personal speaking skills. Could we not at least see to it that most of our high school graduates know that radio and television frequencies are a public trust, and that they know why this is the case? And that they know that each citizen has both responsibility and some small measure of power for directing the use to be made of these frequencies.

So much for my first trend. Second, we will, because we must, participate in major reorganization of the curricular groupings within which students study language and language behavior. In this area of study we are entering one of those periodic crises in educational history in which the amount of knowledge accumulated has begun to challenge the validity of the way in which we now organize our courses of study and our intellectual disciplines.

For example, the present high school language arts class seeks to integrate the study of literature with the study of the practical arts of speaking, writing,

reading as a skill, and listening as a skill. The relationship seems to me inherently unstable, and I don't expect it to survive. One possible reordering of the high school curriculum would find one sequence of studies in which the study of literature would be brought into fruitful relationship with the study of art, music, and the fine arts generally. Another sequence of studies would be concerned with the practical arts of communication, considered separately and in relation to one another, and considered in relation to the forms and media which serve and shape our political, economic, religious and social institutions.

I find it easier to see the chaos of the present than the shape of the future in higher education. In our universities the study of language behavior and forms has now become a passion, not only with teachers of speech, journalism, English and linguistics, but also with psychologists, sociologists, philosophers, and anthropologists. As much as we may admire the capacity of universities to tolerate intellectual chaos, it seems to me that at some time we must find a way of ordering these studies so that people with related interests can at least talk to one another, even if they are forever baffled by the problem of talking to the rest of the academic community.

Finally, I believe, we will, because we must, discover how to use our time as speech teachers more efficiently. Moreover, it seems to me probable that we will develop types of teaching machines to help us achieve this goal.

Before you condemn me for advocating the replacement of speech teachers by "big brother type" computers, let me hasten to elaborate. We have always understood that students seeking to improve their speech must struggle with

systems of habitual response which they have already learned so thoroughly that the acquisition of new habits or patterns of response requires an enormous amount of repetitive practice. I don't think we have ever had a fraction of the number of speech teachers needed to supervise such practice for the students who need the supervision, and I see this shortage of teachers as inevitably growing greater. It would be my hope that we can find ways of conducting large portions of this needed practice through a dialogue between the individual student and a helpful and tireless machine. This would not replace the speech teacher, but would release him to concentrate on giving of his wisdom in those complex situations in which speakers, or readers, or actors seek to relate to listeners for particular purposes. This development would not in-

validate small classes in public speaking or oral interpretation, but it would make possible the continuation of such classes within the context of vastly extended and intensified basic training in speech.

We are now so close to some brave new world that it is obviously time to call halt to these speculations. I trust that the shadows of curricular reorganization and teaching machines cannot serve to obscure the reality of the eternal speech teacher. He deserves better than talk of trends. He was needed in the earliest days of formal education. He is needed today; he will be needed tomorrow. He is fated to be perplexed by the complexity of his mission, depressed by his involvement in work that is always unfinished, but cheered now and then by a student who says, "I learned something important today."

GREAT TEACHERS OF SPEECH: JAMES MILTON O'NEILL

Lousene Rousseau

EVERYONE who is familiar with the history of speech education in the United States in the last half century must be familiar with the stellar role "Jim" O'Neill played, both in initiating the movement and in stimulating its growth. Many of the present-day teachers of speech who weren't around in those exciting early days must think of them as almost prehistoric. Yet Jim O'Neill is still very much alive, nearly a decade after retiring from teaching, leading a busy and active life, lecturing and writing, and looking a good twenty years younger than many of his much younger colleagues.

From his early youth O'Neill had an intense interest in argumentation and debate. Controversy has always been the breath of life to him, and even today I suspect he would rather argue than eat. (This is a strong statement, because he is not only a gourmet, but a real gourmet cook himself, as I can testify from personal experience.) But his interest in this field as a career developed almost by accident. He was born on a farm in Victor, New York, in 1881, and had his early schooling there, including at least his first year of high school. The principal of this school, George Ray Wicker, who must have been a remarkable man, started him in the direction he eventually pursued by choosing him to represent the high school in a public speaking contest and coaching him for it. He won the contest.

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His family then moved to Canandaigua and he finished high school there in 1910. The following year he taught a little rural school nearby, where he handled all the classes from primary to high school! He took various jobs the following year, finally settling down as freight clerk with the Northern Central Railroad, and saving his money with the idea of eventually accumulating enough to go to law school and become a lawyer. One of his duties was to collect the Sunday mail and take it to the office. One Sunday in the summer of 1902 the train was an hour late, and as he hung around waiting for the mail, he watched the passengers descend. Among them was his old Victor principal, Mr. Wicker. There was a happy reunion and at once a discussion began about O'Neill's future. He told Mr. Wicker that he was saving his money and hoped some day to go on to law school. O'Neill himself tells what happened next:

Wicker said: "Oh, you mustn't go to law school until you have a college education." I said: "Well, where am I going to get a college education?" He said: "You come out to East Bloomfield next Sunday afternoon and I'll tell you." Those were the horse and buggy days; so I got a horse and buggy the next Sunday afternoon and went out to East Bloomfield and George Wicker convinced me that I could go to Dartmouth without money—which almost proved to be true. And I became accustomed to the situation and haven't gotten very far away from it since."

The following year he entered Dartmouth. After his graduation in 1907 he spent two years as English master at

Hotchkiss School in Lakeville, Connecticut (where he lives today), and, as he says, he might have spent the rest of his life there, except that Dartmouth invited him to return to teach, largely in the field of argumentation and debate. The attraction was irresistible and his future became plain. After three years at Dartmouth he went to Harvard Law School on leave of absence for a year, with two summer sessions at the University of Chicago Law School, to prepare himself better to teach argumentation and debate. He was on the Dartmouth faculty a total of four years, two as "Instructor in English" and two as "Assistant Professor of Rhetoric and Oratory," succeeding his old teacher, Craven Laycock, when the latter became Dean of the College. During these years he was active in the newborn Public Speaking Conference of New England and the North Atlantic States, now the Speech Association of the Eastern States, which celebrated its fiftieth anniversary last year. It is interesting to note that the first demand for the recognition of speech as an academic discipline distinct from English came from this organization. Also, it established the first speech journal, *Public Speaking Review*, with O'Neill as a member of its original staff.

In 1913 he accepted an invitation from the University of Wisconsin, becoming Associate Professor of Rhetoric and Oratory and head of the Department of Public Speaking. Some five or six years later this became the Department of Speech.

I have been fortunate enough to have known him since very early in his career, and this too was almost an accident. As a college sophomore at what has now become the University of Wisconsin, Milwaukee, I was the only female member of an intercollegiate de-

bate team in the state. I remember vividly one out-of-town debate where the judges were two small-town superintendents and O'Neill, of whom I had never heard, probably because this was his first year at Wisconsin. To our consternation, the decision was two to one against us. Our coach, in a very friendly fashion, invited the judges and the other debaters to meet with us at our hotel to talk over the debate. I can still see O'Neill, after a brief silence, sit comfortably back in his chair and say, in a very superior tone, "I should be interested to hear the reasons why these gentlemen voted for the negative" (or affirmative—all I am sure of is that we were debating something about the Glass-Owen Federal Reserve Banking Act). One of the superintendents said: "I am a lifelong Republican and I could never vote for a Democratic bill," to which O'Neill replied, "Then you might as well have stayed at home and mailed in your ballot." The second superintendent said that he didn't like the idea of a girl debating and he thought the other team had a much more lively delivery. This was true; they had all paced up and down the platform continuously and pounded their table at frequent intervals for emphasis. O'Neill remarked that in his judgment ability in debating, which they were *supposed* to be judging, had nothing to do with shouting and table-thumping. He then proceeded to analyze the debate in what was to me a dazzlingly brilliant fashion and said that our team had clearly won the debate.

When I entered the University the following fall the one thing I made sure of was that I was enrolled in O'Neill's course in argumentation and debate, though I was a history major. This proved to be a real turning point in my career, for late in the semester he

called me into his office, informed me that the faculty (or the regents—I wouldn't remember that detail) had just authorized the first academic teaching major in this field and invited me to become the first major. Invited? He gave me such an enthusiastic forecast of what public speaking was going to amount to and what wonderful prospects would be mine if I were to get in "on the ground floor," so to speak, that I accepted on the spot. After a stormy session with my adviser, Frederick L. Paxson, who was convinced that I would be a complete fool to leave history, I became officially the first speech major in the first academic department of public speaking granted an A.B. for a teaching major.

What an opportunity this proved to be for a green youngster, totally inexperienced! These were days of ferment, of enthusiasm, of almost pitched battles over issues, with O'Neill in the thick of everything, clearly recognized as the principal leader in the fight to establish speech as a separate discipline and fighting for its recognition.

The National Council of Teachers of English, of which O'Neill was a member, ran a section on Public Speaking each year at the annual convention in Chicago. In the autumn of 1913, his first year in the Middle West, O'Neill was asked to speak at the annual dinner of the English Council. At the dinner the previous year a speech had been made to the effect that all teachers of public speaking should be fully trained in English, take advanced degrees in English, and all the courses should be staffed and conducted by the English department. O'Neill chose to answer that speech, arguing that the best work in public speaking was everywhere in separate departments, and that the only hope of academically sound work was in

developing a staff whose whole professional interest was in the work they were actually doing in the colleges and universities.

The next day the Public Speaking Section set up a committee composed of Harding of Northwestern, Woolbert of Illinois (as chairman), and O'Neill (as secretary) to explore the feasibility of a separate national organization. At the meeting in November, 1914, this committee reported and advised the organization of a national association. There was strong opposition from supporters of the continued incorporation as part of the field of English. Winans of Cornell came strongly to the support of the Committee. His position was summed up in his frequently quoted statement that "a good speech is not an essay standing on its hind legs." The Committee report won the day, and with fifteen cohorts they formed the National Association of Academic Teachers of Public Speaking, now the Speech Association of America. Among the group were several men whose names are well known even to those who entered the field decades later. In addition to O'Neill and Winans there were Woolbert, Sarett, Rarig, and Gough—men referred to by the National Council as "some of the more aggressive teachers of public speaking in the colleges."

The first convention of the infant organization was held in 1915. (My own attendance began in 1916 and I have missed, I think, only three since then.) O'Neill was elected the first president, and sounded the keynote that became so familiar in subsequent years—the struggle for academic standards, the need to make speech accepted everywhere as a respectable academic discipline, the necessity for scholarly achievement on the part of speech teachers. He it was who insisted that as a first

step the Association must publish its own scholarly journal. *The Quarterly Journal of Public Speaking* was started in April, 1915, with O'Neill as first editor. He remained its editor for six years.

The conventions in those early years were small and exciting, and the general sessions events not to be missed. For the first few years the entire membership of the Association was easily accommodated in a room that today would barely take care of an average section meeting. Matters that have now long been settled by the Executive Council were handled by the whole association, and there were many heated debates on all kinds of matters. I remember well the vigorous controversy over changing the name of our discipline from *public speaking* to *speech*, and the amusing and penetrating comments of such people as Woolbert, Winans, and O'Neill. I can still hear Wilbur Jones Kay, of West Virginia University, rising to his feet very deliberately and drawling, "I'm agin it," regardless of the topic of debate. I recall vividly the many verbal battles over content vs. form in public speaking, which resulted in a stimulating series of articles in the *Quarterly*. Efforts to modify college entrance requirements to allow credit for *academic* courses in speech was another problem argued—or discussed—often. The need for graduate degrees in speech was another. And always O'Neill was in the midst of it. How that man did love good controversy! And with what brilliant effectiveness he could demolish an idea he could not accept!

As a teacher, I think of O'Neill as essentially scholarly, and he infected us all with his own lively interest in controversy and his respect for competent argument on either side of any debatable question. Even today I get worked

up when I read some of the lame apologies made by speech teachers for asking students to debate on a side of a question in which they do not believe. O'Neill maintained with vigor that intercollegiate or interscholastic debating and the search for truth are two different things. He spoke and wrote often in favor of the "critic's vote," as opposed to the "juryman's vote." He was certainly influential in raising the aims and standards of debating, and deserves a large part of the credit for crystallizing not only the proper nature of contest debating, but the true function of debate judges. His early publications reflect that interest. In 1917 he published an extensive revision of the old Laycock and Scales, which, as O'Neill, Laycock, and Scales *Argumentation and Debate*, was a standard text for years. Later he wrote two bulletins published and circulated by the University Extension Division: "How to Judge a Debate" and "Principles of Effective Debating and How to Judge a Debate."

In his classes and seminars there was never any doubt that you were studying a tough academic subject, and it was always difficult to get him to digress long enough to postpone discussion of a subject we weren't ready to discuss. His comments were always penetrating and to the point. I doubt if any student of his ever "got away" with a piece of sloppy thinking or faulty reasoning. I am unable to comment on his work as a debate coach, except to know that the Wisconsin teams in my day always gave an excellent account of themselves.

As an administrator he must have been equally effective, though in that capacity I knew him only as a graduate student and lowly assistant, though I always attended the weekly departmental lunches at the University Club and was constantly impressed with his faith

in the integrity of the profession and its future. He always had a vision of the contribution speech could make to a liberal education, and he built a wonderful department at Wisconsin. In 1915 he brought Smiley Blanton to establish the first speech clinic on a university campus in America. He established graduate work in his early years there, and awarded the first Ph.D. in speech in America to Sarah Stinchfield (later Mrs. Hawk). He brought in professors from outside to teach summer or year courses. It was at Madison that I came to know Charles Woolbert, Joe Smith, Windsor P. Daggett, Robert West, and many others. (It was in a class of Woolbert's there that I met Giles Gray, whose books I have now been publishing for more than a quarter-century.)

In 1927 he left Wisconsin to accept the chairmanship of the Speech Department at Michigan, and this was my signal to quit graduate work and come to New York, though he tried to persuade me to transfer to Michigan and finish my Ph.D. there. (Incidentally, and by the way, I came to Harper's looking for a job because I remembered they were Woolbert's publishers. And the day I started work, when the head of the department was racking his brains to find something for me to do, the first revision of *Fundamentals of Speech* came from the press. I greeted it with such obvious pleasure that I have been in charge of Harper speech publications ever since!)

O'Neill stayed at Michigan until 1935, when the depression was so bad that the state could not pay its bills, including professors' salaries, issuing scrip for the bare necessities of life. This was a little hard for a professor with a wife and six children, so when Brooklyn College, the newest of the New York City col-

leges, offered him the headship of their Department of Speech, he was glad to go. While I saw him from time to time during those years, and attended his retirement dinner in 1952, I heard very little about his work there. When he retired his department had 46 full-time teachers and more holders of the Ph.D. degree than any other speech department in the country.

But his work with the American Civil Liberties Union during all those years gave his interest in controversy ample scope. Here he became aware of the tremendous lack of information among all sorts of Americans and the many false assumptions current concerning civil liberties and the Bill of Rights. Even on his own Committee on Academic Freedom, of which he was a member for twelve years and chairman the last four, there were differences of opinion on these points. His first trade book, *Religion and Education Under the Constitution* (Harper, 1949) came directly out of his experience on this committee. The appearance of Paul Blanshard's *American Freedom and Catholic Power* set him off in earnest, and his scathing reply, *Catholicism and American Freedom*, was published in 1952, the year he retired. There were at least a dozen earlier books, all in the speech field, including two or three collections of speeches. Many were done with co-authors—Weaver, McBurney, Wise, Riley, etc. And there have been at least three later books, all in the field of civil liberties that has so strongly absorbed him since his retirement. Certainly the challenge offered here is at least one of the reasons why he is today, at 80, so vigorous and young-appearing—as "full of beans" as he was in the early days of his now historic fight for the recognition of speech.

TEACHING CRITICAL THINKING

Robert G. Gunderson

LAST spring in New York, a campus book store near Columbia University held an autographing party for John Sack, author of *Report from Practically Nowhere*. "To the accompaniment of mandolins, police whistles, hurdy-gurdies and tubas, Mr. Sack read his book aloud—backwards." An enthusiastic audience of Columbia students listened and then demonstrated their approval by buying Mr. Sack's book. "We sold twice as many copies in that one day as in the entire preceding week," said Art Klanderud, the shopowner. "It's the only way you can sell books today—through gimmicks." The reversible Mr. Sack apparently enjoyed the chaotic experience. "I was only too happy to read my book backwards for the students," he told a reporter for the North American Newspaper Alliance. "It shows that they have a fresh approach to literature."¹

Unfortunately, I cannot proclaim a fresh approach to teaching critical thinking; and I confess to a certain amount of presumption in addressing myself to this topic. It's hard enough to encourage students to think at the most elementary level, to say nothing of promoting effective or critical thinking, a discipline frequently defined as problem solving. The topic assigned does assume, however, that this is among the purposes of courses in oral communication, an assumption in which I concur with enthusiasm. Learning to write or speak is

essentially the process of learning to think. "Eloquence," said Woodrow Wilson, "lies in the thought, not in the throat." Thus contrary to the popular stereotype, rhetoric is not the art of saying nothing well; nor is it the technique of magazine digesting—or still worse, the technique of declamation. Like written composition, it involves finding, organizing, phrasing, and presenting information and ideas. Depending upon the capacity of the speaker, oral communication can be creative in the best sense of that term, or it can degenerate into banality. President Nathan M. Pusey of Harvard says that the job of the schools is "to educate free, independent, and vigorous minds, capable of analyzing events, of exercising judgment, of distinguishing facts from propaganda, and truth from half-truth and lies."² Presumably, at least, this is what teachers of oral communication attempt to do.

In accomplishing this task, we must first insist upon subject matter worthy of the thinking process. Assigned speeches on "Hooking Rugs as a Pastime," "Seatbelts for Safety," or "A Night in Brown County State Park" may help to make a student feel comfortable on a platform; they would also make the teacher feel uncomfortable about his standards. Let me confess to feelings of guilt on this score. Last December in his "State of the University" message, President Herman Wells urged the undergraduate faculty at Indiana to provide students with an ex-

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¹ *Publishers' Weekly*, April 27, 1959.

² *New York Times*, November 10, 1953.

citing intellectual experience. On returning to my office from his stirring exhortation, I found an over-due outline crammed under my door. Students had been asked to outline a speech to inform on some subject that they understood well. The author of this particular outline, a graduate of a reputable high school who had survived the first ten weeks of university instruction, proposed to talk on "S-q-u-i-r-l Hunting in Indiana." President Wells' high aspirations for an exploration of what David Riesman describes as "the wild blue yonder of the mind" contrasts only too dismally with the mundane facts of some student performance. Speaking effectively on squirrel hunting may indeed be an early phase in the process of critical thinking, but somehow we must strive for greater mental acceleration on the scholarly race track. We must if possible get the mechanical rabbit farther ahead of the dogs.

In teaching critical thinking, we should place greater emphasis upon proper speech preparation, including research. We should not only urge the student to search for new facts, but we should show him how to discover and use those he already has—to make him relate his own experience to problems of a more universal nature. Inadequate information is an important cause of both poor speaking and poor writing. Since facts are what people think with, it's impossible to teach thinking in a factual wasteland. Or, to change the metaphor, attempting to think without the relevant facts is like trying to spell without the requisite letters. Our colleagues in other disciplines who blame us for the sad state of student composition need to be reminded that they share in the responsibility for it.

While the most pointless, yet often the most acrimonious, arguments de-

velop over questions which might be settled quickly by shuffling a few pages in the *World Almanac*, arguments arising from faulty logic are less easily settled because most of us are unable to find the right page in Aristotle's handbook. Too much is often expected of formal logic. As the late Charles A. Kettering once said, "Logic (merely) enables you to go wrong systematically." Our psychologists have yet to provide intelligible explanations of the labyrinthian mysteries of the reasoning process. Until they do, we have to rely on traditional tests of evidence and logic provided by our texts. Experimental studies have demonstrated that critical thinking can be encouraged by constant reference to errors in reasoning.³ We must therefore teach students to apply appropriate tests of evidence, analogies, and argument.

By emphasizing facts and logic we can perhaps encourage a corresponding lack of respect for successful sophistry. At the height, or depth, of our troubles with McCarthyism, the *New York Times* insisted: "We are in no danger, now or ever, of too much thinking. The danger lies in the peanut-sized brain and the foghorn-sized voice and then only if we put them in positions of power."⁴ When leading rabble-rousers pay tribute to their academic training in public speaking, we cringe in embarrassment for obviously an ethical X-factor has been neglected in our teaching, even though a success-mad society is no doubt more blameworthy than the educational system which reflects it.

Among other things, we need more up-to-date classroom exercises in oral communication, situations more com-

³ Winston L. Brembeck, "The Effects of a Course in Argumentation on Critical Thinking Ability," *Speech Monographs*, XVI (September, 1949), 177-189.

⁴ *New York Times*, November 10, 1953.

parable to those students will meet in modern society. Some of us, I fear, are training speakers to participate in the Webster-Hayne debate, or to answer Bryan's "Cross of Gold" speech, rather than to engage in the more informal verbal in-fighting of today. Political scientist Harold D. Lasswell of Yale says that we need "a new way to talk." Public discussions, he says, need a new functionary—a clarifier who abruptly interrupts the continuous drone of sound in order to force intelligibility into talk. The clarifier would operate as a kind of Mr. Quiz, not too unlike the amiable but skeptical professor on the Herb Shriner program of some years ago, who spoke up when there was a failure of communication. By calling the speaker back to order, the clarifier might also rouse listeners from their reveries, from their exploits in what psychologists aptly call the Walter Mitty syndrome. In classroom practice, this means the end of old-fashioned oratory and more face-to-face discussion, more cross-examination, more meet-the-press type of interrogation. It also means a more active, if not to say aggressive, role for listeners. Our students should be encouraged to ask *why* and *when*, and the rest of the stock questions required of good reporters. Parenthetically, I might add, public officials need the vigorous give-and-take of cross-examination. In a free country, they are our servants, not our masters; nor are they our inquisitors. Citizens, as well as congressmen, should be asking questions; and students should discover, as a colleague of mine once said, that they are free, not just at large.

In teaching critical thinking, we should worry less about personal adjustment and more about what can be done to improve the body politic. Democratic living of course requires adjustment and compromise, but it also de-

mands the mastery of troublesome human problems—problems to which we should not become adjusted. In the past, we have talked too much about adapting the individual to his surroundings and not enough about adapting the surroundings to the individual. If a member of the current student generation were to find himself transported across the Stygian creek to Hades, he no doubt would shake hands with the Prince of Darkness and try to acclimate himself as best he could to his uncongenial surroundings. Although this might be the most expedient behavior under these circumstances, adjustment of this sort is not consistent with the oft-repeated slogan, "Training for Democratic Living."

In classes in oral communication, there should be more ideological warfare, a kind of conflict which needs our vigorous encouragement. The whisper in the Voice of America overseas is in part caused by an acute aphony around the domestic cracker barrel. We can't export a clear conception of our way of life unless our citizens are capable of phrasing their convictions. If students learn by doing, as we believe, there should be a far wider participation in discussion, the essential tool of a democratic society. As Professors H. L. Ewbank and J. Jeffery Auer point out in the *Bulletin of Secondary School Principals*, the class in oral communications provides an ideal laboratory for training in the solution of "social, political, and economic problems."⁵

Teachers who have little taste for political controversy of this sort can at least provide students with the literary baggage essential in educated oral com-

⁵ Henry L. Ewbank and J. Jeffery Auer, "Decision Making: Discussion and Debate," *The Bulletin of the National Association of Secondary-School Principals*, XXXII (January, 1948), 34-50.

munication. Political scientist William G. Carleton of the University of Florida has bemoaned the deterioration in the "intellectual content" and "literary style" of even those American leaders who "by reputation stand in first rank." The stockpile of illustrations (commonplaces Aristotle called them) which Americans glean from their schooling is so inadequate that politicians must of necessity hire ghost writers to phrase their thoughts for them. Recognizing this deficiency, the Harvard Committee on *General Education in a Free Society* urges what I am sure many will reject as a reactionary suggestion: more memorization of poems and passages "of lasting significance."⁶ The British debaters who tour our campuses each year have given American students a profound sense of inferiority for they clearly demonstrate that they are at home with ideas; they have wit and a classical culture to draw upon for their examples. A part of this Oxford erudition comes from a regimen of memorization, a practice abandoned here as unrealistic; yet the same generation which rejects this rigorous discipline as too artificial, now accepts the inherent dishonesty of the ghost writer without a blush of embarrassment.

Above all, perhaps, teachers of oral communication must provide the right intellectual atmosphere for critical thinking. The essence of the scientific method is to prove all things. We should thus carefully scrutinize the thinking of the power elite, as well as that of the pariahs of our society—the social, political, and economic outcasts. Effective thinking often prompts embarrassing questions: Is Admiral Lewis Strauss a better authority than Dr. Ralph Lapp on the strontium 90 content of the Saint

Louis milk supply? What are the ethical concepts of a politician who identifies his opposition with international Communism? Analyze the reasoning processes of Congressman William Jennings Bryan Dorn of South Carolina who recently declared: "We need more football and less sex education. . . . [In] those schools where intercollegiate football has been attacked . . . there you will find a trend toward conformity, socialism, so-called intellectualism and extreme liberalism."⁷ Or that of Dean Alan Simpson of the University of Chicago who said: "The ordinary American boy, who will only make a million in later life, . . . [is] as welcome here [at Chicago] as the Quiz Kid."⁸ And if we put the reasoning of deans and congressmen to the test, we must bravely, if not cheerfully, submit our own thinking to the hazards of student scrutiny.

Teachers should be bold intellectual leaders, not hermits. We should lead, not follow, public opinion. Timidity and fear look bad on a Rorschach inkblot test of a teacher's personality. Our freedom to encourage critical thinking is a solemn duty, not a privilege granted magnanimously by a tolerant public. Admittedly, our performance of this duty involves certain risks, for as H. H. Wilson of Princeton says, "parents in general do not want their offspring educated; they want them *housebroken*."⁹ A proper sense of humor may be an even better armor than courage when confronted with the pomposity of ignorance.

Finally, we must encourage a greater respect for ideas, particularly for the ideas of others. Lord Bryce listed this as an American characteristic in the

⁶ Associated Press dispatch, Madison, Wisconsin, *Capital Times*, May 11, 1959.

⁷ *New York Times*, May 20, 1959.

⁸ Quoted in Robert M. Hutchins, *Some Observations on American Education* (Cambridge, Mass., 1956), p. 24.

⁶ *General Education in a Free Society: Report of the Harvard Committee* (Cambridge, Mass., 1945), p. 112.

eighties, and isn't it indeed a basic ingredient of true democracy? In this bold American spirit, then, our communications classes should provide a testing ground for ideas. Teaching, says former Commissioner of Education John W. Studebaker, is not "a task for timorous or feeble souls; nor for the complacent

and uncertain. It requires Americans whose faith in democracy does not waver or falter because they know whereof they speak and are convinced that the values they defend are eternally right and true."¹⁰

¹⁰ *Congressional Record*, 60th Congress, 2d, Session, Vol. 94, Pt. 10, 2205-06.

FULBRIGHTER IN SCANDINAVIA

Speech and Hearing Reeducation in Norway and Denmark

Mildred F. Berry

IN sketching the outline of teacher education and student reeducation in Speech and Hearing, comparisons are inevitable. Yet a comparison or contrast rarely, if ever, is accurate. One may follow the rule that "patterns of proof" must draw upon essential, basic likenesses and differences, yet it is often the incidental, subjective, or immeasurable factors which make any educational program significant or pedestrian.

Let us recognize, then, the fallibility of any comparison of our plan of education with that of Norway or Denmark. Let us, at the outset, take note of the woeful inadequacies in the American system of education and reeducation. We know the charges: 1) a major which often is completely illiberal; courses which represent a collection of tidbits, a cafeteria-ware long on methods, exercises, skills but short on knowledge of the subject; 2) a teaching staff of a university frequently "other directed" by the rewards of research and publication; 3) a public school program, too often horrendously dull because, in part, it is tethered to the millstone of 100 "Artic" cases for 15 minute-drills twice a week. So in the comparisons which we shall make, it should be understood that Norway's or Denmark's system is not being contrasted with an ideal American system. Our purpose is to point out

differences between two patterns of teacher-training and of speech habilitation.

The training of Speech Correctionists. With this preface, then, we call attention, first, to preparation of the speech correctionist. There are striking and basic differences. Speech is not a university discipline in Norway or Denmark. It is not even a discipline under the big top of the "hojskole" or teachers' college, although the candidate for training in speech correction must have completed the teachers' college course. The great majority of these candidates will have taught several years in the elementary schools before entering the special course. They are, then, much more mature than the American student beginning major study in the Junior year. A further requirement for admission in Norway is the "Artium" certificate won through examination after three years of Gymnasium education. The training in speech correction is conducted by a state institute or school which also conducts a resident school for children with speech defects. Unlike the Institute of Psychology and Sociology, the State Speech Institutes have not allied themselves with the university except in a very tangential way: the professor of philology and the professor of pediatrics may give some lectures in their specialties to the trainees.

Another major difference in the teacher-trainee's armamentarium is the very slight dependence upon knowledge

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gained through reading. The 'bible' of speech correction in Scandinavia is a two-volume work, *Nordisk Teachers' Manual for Logopedists*,¹ which was published jointly by the Scandinavian Speech Correction Societies. I have never been in favor of the burning of books, but in this instance, one might be cheered by the fire and the whole discipline improved. The trainee, no longer comforted by the assurance that if he "knows the Book" he passes the certification exam, would be motivated to read elsewhere.

Of course one immediately must answer the question: Where? There is a paucity of published materials in the students' native language. *Speech and Voice (Nordisk Tidsskrift for Tale og Stemme)*, a quarterly journal, is published by the Speech Correction Societies of Scandinavia. Dr. Henrik Abrahams (Aarhus, Denmark) is currently the editor-in-chief. It is a very useful journal for the experienced speech therapist who has had considerable background. Bibliographies are rarely appended, however, and the articles tend to be reports of longitudinal studies of a few cases.

One might suggest that there is a wealth of materials in English and Norwegian, and trainees are required to have a knowledge of English before they enter the program. From my teaching experience in two countries in Scandinavia, I can only say that their knowledge of English is insufficient. The sizeable collection of books and articles which I provided for their use had only a few "takers" in Norway, none in Denmark. Parenthetically, we might ask how many American speech correctionists read a single German, French or Scandinavian article (in the original) even occasionally? The rebuttal is im-

mediate: Bibliographies in English are already over-long for the American undergraduate. His appetite is surfeited by the amount of materials which he is expected to digest. This may be true, but it also would have a salutary effect on his ego and outlook were he required to read certain treatises in a foreign language.

The dissociation of the Scandinavian trainee from current literature in the field of speech correction, nevertheless, baffles the American teacher who passes out bibliographies in all the major divisions of the subject even to the beginning student. He is less baffled when he realizes that research and teaching are singularly dissociated even in recognized university disciplines in Scandinavia. The prosthodontist, the plastic surgeon, the neuropediatrician may be conducting research, much of it relating to speech and language disorders, but physically and psychologically, his research is a thing apart from his clinical or teaching responsibilities. The place in which he conducts research often is miles away from his classroom. The subject of research is a kind of top-drawer secret which, under the heady influence of *Akavit*, one might reveal to an intimate friend—but never to a student!

A fourth basic difference lies in the curriculum of the training school for speech correctionists. There is no opportunity for the pursuit of advanced courses in the liberal arts in teacher training. Neither in the Teachers' College nor in the training Institute will the student elect an advanced course in Scandinavian Literature or sociology or physics. In some American colleges Junior students are urged to remain for a summer session so that they may complete one or two professional courses, and thus free their time in the

¹ *Nordisk Laerebog for Talepaedagoger* (Copenhagen: Rosenkilde and Bagger, 1954).

Senior year for the pursuit of such subjects as *Great Ideas in Western Culture*, *American Novel*, or *Sculpture*.

A further difference in curricula is the inclusion of courses in dyslexia (*ord-blindt*) and the almost total absence of training in habilitation of the acoustically handicapped. In 1959, for the first time, the staff of the Institute for Speech Defects in Copenhagen attended a series of lectures in Audiology at the Central Hearing Institute (Horecentral).

A final difference is the method of teaching. The Scandinavian student comes prepared to hear a lecture, and no amount of persuasion on the value of discussion will ever tempt him to fall in with the American way. The European professor enjoys, as almost every American knows, an exalted if not somewhat lonely position. He usually enters the class room by a door reserved for him; the class rises; the student entrance is closed and at Rikshospital (Oslo) a sign automatically flashes the news: "Lecture in progress; no admittance." In such an atmosphere, would he, a student, have the effrontery to offer a question? The American professor may cajole, may bargain for written questions (two-hours non-stop, no re-fueling, places a slight strain on a sturdy rocket), but the student denies any mutual responsibility except that of holding with the professor to the last count-down.

By this time, you are aware of some basic differences in educational philosophy between the American and Scandinavian programs of professional training in speech correction. Now what is the background and specific preparation of the licensed "talepedagog" in Scandinavia? Let me illustrate by a profile sketch of a Norwegian friend. Agneta is a graduate of the State Teachers' College in Trondheim. Her two-year course

at Trondheim consisted of the following subjects: In languages; English, German, and Norwegian (oral and written); in Science: Physics, Biology and Mathematics; in Social Science: Geography, Psychology, History, and Religion; in Arts: Music, Drawing, Crafts; and finally, pedagogy, practice teaching, and physical training.

After five years spent in teaching in the elementary schools, Agneta applied for admission to Granhaug School, the state school where all speech therapists in Norway are trained. She passed successfully the tests of speech and hearing, the examination in English and German, and with ten classmates entered upon a year's training at Granhaug at state expense. [The trainee received 600 kroner (ca. \$85) per month for ten months.] She attended 309 lectures in theory and methods of speech and hearing. Among the theoretical courses were anatomy and physiology, neurology, cleft palate, psycho-pathology, physiology of the exceptional child, experimental phonetics, audiology and lip reading. Seventy-five lectures were concerned specifically with the methods of logopedics in dealing with children handicapped by cleft palate, acoustic and voice problems, word-blindness, cerebral palsy, stuttering and delayed speech.

The student, moreover, must attend demonstrations and observe the therapy in the school at Granhaug where about one-third of the group of 24 children will be handicapped by cleft palate; others will be delayed in speech, aphasic or will suffer from "reading difficulties" (word-blindness). For four weeks the trainees will reside at the Special School for stutterers in Halmrastgard, Sondre Land, and for a briefer period at the special school for Aphasics at Stepperud in Vestre Toten. They also will

have an opportunity for observation and practice of the methods employed at the State Hospital (Rikshospitalet) in the nursery school for the cerebral palsied. In the year of her training (1952-53) Agneta and her classmates participated in the lecture series of the American Fulbright professor, thus enabling her, in the director's words, "to secure new information on speech problems and from a different view point."

Since American colleagues are querulous about the services of an itinerant Fulbrighter, let me describe briefly the duties "pertaining thereto, and specifically the relation of the Fulbrighter to the Granhaug program." Lectures in speech pathology were given in English in the Children's Clinic of the Medical School, University of Oslo. The lectures were so organized and scheduled that they might attract a particular clientele. There were two two-hour sessions per week for ten weeks. Into this class came resident physicians and senior medical students in pediatrics, neurology, and psychiatry. This group represented, however, only 15 per cent of a registration of 50-60 students. The largest group was composed of the speech therapists in the outlying cerebral palsy centers, in the special schools for the speech and hearing handicapped and in the official state school, Granhaug, the state training center for speech therapists. Physio-therapists, medical social workers and psychologists made up the third group. The Barneklinikken (Children's Clinic), which is the teaching center in pediatrics of the Medical School, was devoted largely to the speech handicaps of the cerebral palsied and, to a less extent, to children who suffered from other injuries or deficits of the central nervous system. A third phase of the program of teacher training, state sponsored workshops, was developed late in the year

and continued in the following years by the Children's Clinic in cooperation with the State Cerebral Palsy Society and Granhaug Skole. The first workshop was on cerebral palsied speech and language, but there have been succeeding workshops on stuttering, aphasia and retarded speech. Through the efforts of Marit Skatveld, M.D., who served as the medical officer in charge of the Speech Clinic under the direction of the Chief of Pediatrics, Professor Leif Solomonsen, and Miss Marie Böhn, Director of Granhaug Skole, the state provided aid in the form of travel expense and maintenance for those attending the workshop. "Talepedagogs" from the entire state of Norway have attended these workshops. The Clinic which was established by the visiting Fulbright lecturer has continued without interruption, owing to the continued support of the Fulbright Committee and the United States Educational Foundation in Norway. The Fulbright lecturer was closely allied in many ways with Granhaug School, chiefly because of the cordial relations and enthusiastic support of its director.

To return to my friend, Agneta. Successful in her oral and written examinations and duly certified, she went immediately from Granhaug to employment as a speech clinician in a resident school for cerebral palsied children in Oslo. Many positions were open to her, for it is estimated by the State Department that 400-500 logopedists are needed in Norway. Competition for the services of the ten or twelve graduates each year is keen. The state has finally appropriated funds for a new building and for teacher-training group totaling thirty-five students.²

² *Statens Spesiallaerer Kurser* (Kirke og Undervisningsdepartementet Direktoratet for Spesialskolene, Oslo 1958), p. 5.

The program in Denmark, in broad outline, is similar to that of Norway. In Denmark the entire teacher-training program in speech therapy has been organized under the leadership of the National Institute for Speech Defects (Institut for Talelidende). There are two such centers with resident laboratory schools under their direction. The Institute in Copenhagen is under the direction of Dr. Egil Forchhammer; the Institute in Aarhus is directed by Dr. Henrik Abrahams. Although both institutions will have several classes of speech defects represented in the student body, they were founded chiefly through the efforts of a plastic surgeon, P. Fogh-Andersen, M.D., to provide for habilitation of children handicapped by cleft palate. They have extended their program of training to include problems of stuttering and aphasia. The most recent advance is a provision for training in the education of the acoustically handicapped at the Central Hearing Institute (Horecentral) under the direction of E. W. Ewertsen, M.D. The Institute for Speech Defects in Copenhagen has little or no liaison with the University, whereas Granhaug School in Oslo has sought aid in teaching from the Medical School.

In the beginning I suggested that there were always those nebulous, subjective, yet clearly felt "imperative plusses" which transcend requirements, course schedules, and certificates and make a system work when one is sure that it ought to be overhauled. I was impressed in Norway, as I was not in Denmark, for example, by the desire for learning on the part of many groups: speech trainees, speech therapists, resident physicians, physiotherapists, and lay leaders of societies for the handicapped. All met on a common ground: a genuine concern for the handicapped in speech and language, and a genuine

desire to know. I was impressed by the "free traffic" in ideas across professional lines. It was refreshing to an American speech pathologist to be invited to address the State Medical Society and to attend the monthly meetings of the Oslo Medical Society. It was an educational experience to be included in the formal and informal sessions of the State Cerebral Palsy Council. In the same way it was encouraging to find no professional barriers in our work in the hospital. The pediatrician sought aid from the speech clinician; the speech clinician worked directly with the physiotherapists, occupational therapists, and nursery school teachers in the Clinic. Perhaps we all shared the bliss of the ignorant; at any rate we were engaged cooperatively in a single common concern: the cerebral-palsied child.

The opportunity to work day-by-day with physiotherapist, occupational therapist, the nursery school teachers, and the neuro-pediatrician in the Rikshospital gave the speech therapist invaluable counsel and support. Truly it was a team, interacting, debating—a team modifying or developing approaches and techniques, in the interest of habilitation of the child. Perhaps these were the imperative plusses—a desire to learn and an understanding—which made the system work in Norway.

Speech habilitation in Scandinavia. The limitations both of time and purpose preclude a discussion of a program which, perhaps, is the strongest facet of habilitation in linguistic disorders, strong both from the vantage points of research and of reeducation. The Central Hearing Institute (Horecentral) is a state agency, two autonomous divisions of which are directed by able otologists: H. Ewertsen in Copenhagen and Ole Bentzen in Aarhus. The data of their cumulative records embracing complete

case histories, all test results, treatment-schedules, hearing aid evaluations, and reports of re-training are organized by electronic means. The records make it easy to locate and recall any group for further study or experimentation. Among the laboratory school groups in Horecentral in Copenhagen in 1956 was a class for the emotionally disturbed, deafened babies.

The resident schools for the deaf in Norway go back to 1825, and although the schools for the hard-of-hearing are more recent, the School Law of 1951 guarantees to all children the right to admission to a resident school if a day school is not available in his community. It also guarantees a complete education which in its last years may be either vocational or "Artium" (Gymnasium) training. Provisions for education of the hearing handicapped are good.

Training of the speech handicapped in Scandinavia is another story. The children who suffer from a general organic deficit or disorder, such as cerebral palsy, have an advantage over the children with "isolated" speech defects because habilitation of the cerebral palsied, for example, will be supervised by medical leaders. All phases of the program of retraining moreover, will be carried out in one place and generally with the children in residence for the school year.

In the hospital, or in the special "homes" which are branches of the Hospital Center for Cerebral Palsy, significant research is going on. There are five resident homes for the cerebral palsied in Norway which are extensions of the Hospital Center for Cerebral Palsy. All three homes in the vicinity of Oslo—Modum, Valstadbraten and Gladhjem—are under the supervision of medical directors and in each home a program of physiotherapy occupational

therapy, speech training and general education is carried on. The plan of several "country" homes instead of a great urban institution provides good yet easy care. At Modum, a cottage for young cerebral palsied children, 50 miles from Oslo, the physiotherapist's work in stimulating motor development is aided significantly by the simple device of providing wide skis fitted on the boots of tiny cerebral palsied children. With this aid they tumble in the snow from October to May; the skis are an incentive to learn to stand and to walk which no elaborate apparatus could match in appeal. The equipment is excellent, and these children living in country homes have many educational advantages over the children in our city centers. The financial support for the "homes" for the cerebral palsied comes largely from the efforts of the Cerebral Palsy Society of Norway, although supplementary state support through the Ministry of Health has been given. Rikshospital, the teaching hospital of the University of Oslo Medical School, with its clinics for research and rehabilitation, receives its total support from the state.

The reeducation of other groups with speech handicaps, principally stuttering and cleft-palate, is under the direction of the Minister of Education. There are three special resident schools for children with speech handicaps. The oldest is *Granhaug Offentlige Skole* in a suburb of Oslo which serves also as the state training center for speech correctionists. Originally, only children with repaired palatal clefts were admitted, but now there also are children in residence with such handicaps as aphasia, delayed speech and language development, and reading retardation. The children receive daily speech training, but they also must receive edu-

cation in the subjects taught in the public elementary school.

The special State School for Stutterers at Halmrast was established in 1949 and accommodates 36 pupils. The State School for children with "central speech and language defects" at Stepperud may admit only 24 children. A new building for Granhaug, now under construction, will double its capacity providing for 56 children. Even with this expansion the maximum number in state boarding schools will be only 116.⁸

There are, to be sure, speech correctionists in the public schools of Oslo and Bergen, and a fair number of correctionists engage in private practice in the cities. In the public schools of smaller communities, however, no service in speech correction is available. Obviously the children in the resident state boarding schools represent only a small percentage of those who live outside the urban centers and who are in need of speech training. Since the tuition and maintenance costs of the pupils in these resident schools now are paid through the medical insurance system (*syketrygdekkasse*), it is hoped that the state will expand greatly the resident program for speech handicapped children and its facilities for teacher training.

Speech correction in the public schools of Denmark is perhaps more widely developed than in Norway because of the concentration of the population in sizeable towns and cities. The provision for those with grave physical handicaps, of which speech is but one facet, involves a highly organized and extensive system. The parent organization known as the National Society and Home for Cripples (*Samfundet og Hjemmet for Vanfore*) is quasi-public.

⁸ *Være Spesialskoler for Barn og Ungdom med Talevansker* (Direktoratet for Spesialskolene i Kirke- og Undervishungsdepartementet, 1957).

The program was initiated through the efforts of bishops in the state church and supported by contributions from the public. At the present time, however, the state of Denmark provides more than two-thirds of the financial support through tax funds. The program of this organization is a complete one providing "cradle to the grave" physical and medical therapy, education, occupation, and housing facilities for the physically handicapped. For example, there is a cerebral palsy nursery school in the Orthopedic Hospital in Copenhagen. (This hospital is operated by *Samfundet og Hjemmet for Vanfore*). There are resident elementary and secondary schools for the physically handicapped in Copenhagen, and one will find also an extensive system of sheltered workshops in conjunction with the schools. Adjacent to the Orthopedic Hospital has been constructed a great apartment building for the physically handicapped, many of whom are employed in the workshops. There is also a school for the orthopedically handicapped in the Copenhagen suburb of Virum, a beautiful school offering every type of service including physical therapy, occupational therapy, and very recently, speech therapy.

This network of hospitals, clinics, schools and workshops extends over the whole country of Denmark and is well-organized and supervised. As in Norway, the funds for support now come, in large part, directly or indirectly from state medical insurance and the habilitation program is under the direction of the Ministry of Health and/or Social Welfare.

In sum, the program of complete habilitation which includes speech and language training has many excellent features which we in the United States could take over.

THE CONSTRUCTION AND ANALYSIS OF AN OBJECTIVE EXAMINATION IN THE FUNDAMENTALS COURSE

Carl H. Weaver

WHEN the speech fundamentals course is taught by different instructors in as many as 40 or 50 sections, common examinations may be expected to serve, in some degree two purposes.

First, they will tend to unify the sections and make the many courses taught more nearly one course. Even with a common syllabus, it is not easy to maintain a course somewhat similar to the course described in the catalog. This situation is rather difficult to justify to the administration and probably weakens the department's arguments for requirement of the course as a prerequisite for the degree. College speech instructors have widely varying backgrounds and special fields of competence. Furthermore, wise use of a competent staff hardly consists of directive prescription of class procedure. Yet the course can hardly be said to belong to the instructor of it. It is under some obligation to the students, to the department, to the college, and probably to larger elements of society. Many procedures are variously used to achieve an optimum balance between these two somewhat opposing forces. The common examination is one of them.

In the second place, the common examination will probably provide better measurement. Most instructors in the fundamentals course are not experts in test construction and analysis, and some

have not studied it at all. It is the prime objective of the final and midsemester examinations to place students on a continuum from best to poorest in terms of achievement. Other test objectives are subordinate to this, if there are any others. Consequently, each item in the test should contribute to this objective. It should measure some portion of the material to be learned. It should have a proper place in the test in terms of difficulty. And it should consistently be answered correctly by more good students than poor students. If these and some other conditions are met by each item, the test will probably measure reliably what it seeks to measure, i.e., each student will be placed in his proper position on the continuum. Unless the test measures reliably what the instructor thinks it does, its task will be improperly fulfilled and grades will be unfairly assigned.

This report is a description of the construction and validation of one such test. In our department at Central Michigan College we constructed during the spring semester last year two somewhat comparable forms of a 50-item midsemester examination and 150-item final examination. Each of these has been administered and analyzed. This report will describe the construction and analysis of one of them: Form A of the midsemester examination.

The first step was to construct the

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test outline. The material to be tested was $4\frac{1}{2}$ chapters in the textbook.¹ These chapters were outlined and the number of items to be allotted to each chapter determined. Within the chapter the items were distributed through the chapter outline. A total of 50 items was thus allotted to these $4\frac{1}{2}$ chapters. This was an estimate of the number of items college freshmen could consider and mark in one class hour. The test outline was then submitted to the staff for evaluation as subject-matter experts.² The final distribution of items over the material to be covered was thus a kind of weighting (by controlling the number of items allotted to each section) and tended to justify the linear scoring of test items into a total test score.

The second step was the construction of the test items. The five-alternative multiple-choice type of item was used throughout for several reasons. Prominent among these reasons was the consideration that this type of item can be adapted to the measurement of functions other than memory better than some other kinds of items. Although our tests probably measure memory of material more than anything else, we think they should measure understanding and application skills also. Another reason for the selection of this type of item was the difficulty of evaluating the factor of guessing. The five-alternative item reduces the influence of this factor as far as possible while still retaining the advantages of machine scoring. Finally, within the limits of these considerations, this type of item measures degrees of

achievement (or memory) below the level of recall, as this was demonstrated by Ebbinghaus' later experiments.

An attempt was made to construct some very easy and some very difficult items and to scatter the items which seemed to represent these extremes throughout the test outline. It was attempted also to preserve an equal balance between these extremes in the hope that most students would achieve a test score about the middle of the possible range; i.e., that the mean score would be 25.

In order to construct two equivalent forms, parallel items were constructed to measure the same principle. All items were then submitted to the staff for evaluation, correction of error, judgment of clarity of expression, etc.

Analysis and item evaluation. Form A was administered during the spring semester to 237 students enrolled in the course. IBM answer sheets were machine scored. The mean score was 25.27 and the standard deviation was 6.58. The range was 10 to 38. A Chi-square test for goodness of fit was computed. The value for Chi-square was 6.11 and the value required for the 50 per cent level of confidence was 6.35, thus suggesting that the distribution conformed well to the normal curve. Consequently, the responses on individual items were tallied only on the upper and lower 27 per cent of the answer sheets, 64 papers in each tail. The computations for Form B were made on 286 answer sheets, which supplied 77 papers in each tail. Since the 150-item final examination was administered to about 600 students, 370 papers were randomly selected and ordered and 100 taken off the top and bottom to represent each tail of the distribution.

The tabulation was done for each of the five alternatives for each item. The

¹ Black, John W., and Wilbur E. Moore. *Speech: Code, Meaning, and Communication* (New York, 1955), Chapters 1, 6, 7, 9, and 15.

² Assistance and support were given this subject by Dr. Wilbur E. Moore, head of the department of speech and drama at Central Michigan College and the staff members who taught the course and helped to evaluate the test outlines and items.

data were used in three ways to evaluate the performance of the item. First a difficulty index was computed. The percentage of students answering an item correctly was averaged across both tails of the distribution. This index was then transformed into a standard deviation unit (or z score) by entering the table of areas and ordinates of the normal curve. These statistics were then placed on the baseline of the normal curve in order to provide a graphic picture of the distribution of difficulty of the items. They proved to be rather evenly distributed around the mean.

obtained for each item was a measure of the way the item discriminated between the "good" and the "poor" students. These discrimination indices and the difficulty indices for individual items are listed in Table A.

For an N of 237, a biserial correlation coefficient of .148 is significantly different from chance. Consequently, a minimum requirement of .20 was established. Items with coefficients lower than this and with difficulty indices below .20 (since there were only five alternatives) were considered suspect. It is believed that under average conditions

TABLE A
ITEM ANALYSIS DATA FOR FORM A OF THE
MIDSEMESTER EXAMINATION IN SPEECH 101

I Number	II % Correct Upper- Lower	III r_{it}	IV Pest	V z	I		II % Correct Upper- Lower	III r_{it}	IV Pest	V z
					Number	r_{it}				
1.	50-31	.20	.41	-.23	26.	67-16	.52	.42	-.20	
2.	95-67	.45	.81	.88	27.	37-11	.35	.22	-.77	
3.	58-23	.36	.41	-.23	28.	42-16	.31	.29	-.55	
4.	77-31	.46	.54	.10	29.	47-21	.17	.39	-.28	
5.	89-53	.44	.71	.55	30.	78-50	.30	.64	.36	
6.	52-37	.15	.45	-.12	31.	75-20	.55	.48	-.05	
7.	56-25	.32	.41	-.23	32.	77-28	.49	.53	.08	
8.	48-8	.50	.28	-.58	33.	78-45	.35	.62	.31	
9.	58-25	.34	.42	-.20	34.	94-69	.40	.82	.92	
10.	63-25	.39	.44	-.15	35.	88-48	.46	.68	.47	
11.	79-48	.34	.64	.36	36.	95-70	.42	.83	.95	
12.	48-22	.29	.35	-.39	37.	70-33	.37	.52	.05	
13.	88-55	.40	.72	.61	38.	66-25	.42	.46	-.10	
14.	58-20	.40	.39	-.28	39.	61-36	.25	.49	-.03	
15.	98-77	.48	.88	1.18	40.	66-23	.44	.45	-.13	
16.	72-37	.35	.55	.12	41.	30-22	.10	.26	-.64	
17.	0-8	-.27	.04	-.10	42.	97-73	.47	.85	1.04	
18.	63-47	.16	.55	.12	43.	66-31	.35	.49	-.03	
19.	61-30	.32	.46	-.10	44.	97-56	.60	.77	.74	
20.	88-42	.51	.65	.39	45.	91-34	.61	.63	.33	
21.	84-41	.46	.63	.33	46.	77-41	.37	.59	.23	
22.	94-34	.66	.64	.36	47.	63-19	.46	.41	-.23	
23.	33-14	.26	.24	-.71	48.	55-17	.41	.36	-.36	
24.	52-30	.23	.41	-.23	49.	72-30	.42	.51	.03	
25.	61-33	.21	.47	-.08	50.	92-41	.58	.67	.44	

Second, the percentages of correct answers on an individual item made by students in each tail were used to enter tables of biserial correlation coefficients prepared by Flanagan.³ The coefficient

³ Flanagan, John C., "The Effectiveness of Short Methods for Calculating Correlation Coefficients," *Psychol. Bull.*, XLIX (1952), 342-348.

coefficients of .20 to .40 may be expected.⁴

Third, the performance of each of the four alternatives to the best answer

⁴ Davis, Frederick B., "Item Selection Techniques," Chapter 9 in *Educational Measurement*, E. F. Lindquist, editor (Washington, D. C., American Council on Education), pp. 266-282.

on each item was examined. Each alternative was expected to do some of the work of attracting responses from students who were only guessing. On very easy items, these alternatives were not expected to receive many choices. On very hard items they received most of the choices. An alternative which received no choices was changed. Of the 500 alternative choices constructed for both forms of the midsemester test, only five attracted no responses at all.

Here is an item, designed to measure understanding and application of one principle of testing the validity of a communication which 77 per cent of the upper tail but only 28 per cent of the lower tail of the distribution marked correctly:

A U. S. Senator, after a trip back home to make a speech to an insurance convention, reported on the Senate floor that 75 per cent of the farmers he had talked to opposed price parity. Therefore, he urged the Senate to oppose a pending measure. Which of these errors do you think most likely to have been made here?

- Were his observations accurate?
- Was the percentage misleading?
- Was the difference statistically significant?
- Was he comparing non-comparable data?
- Did he ascribe causal relations erroneously?

The item-test correlation coefficient for this item was .49, and the difficulty index was .53. The distribution of responses among the five alternatives was as follows:

Upper	Lower
3	a 11
(77%) 49	b 18 (28%)
5	c 13
5	d 11
2	e 11

It is obvious that almost all of the poor students were guessing, i.e., their choices were almost as if distributed by chance. The item, for them, might al-

most have been written in Greek. The distribution of choices in the upper tail of the distribution, however, suggests that most of these students had some knowledge of the principle and were able to apply it to this new situation.

Responses to an item may be distributed as follows:

Upper	Lower
(92%) 59	a 26 (42%)
1	b 1
1	c 9
0	d 4
3	e 22

In this case two-thirds of the students marked the item correctly. The item-test correlation coefficient was .58. It is apparent that alternative *e* was attractive to one-third of the poor students but to only three of the good ones.

Other patterns of response may be observed by inspecting these data. For example, the alternatives may be constructed so as to produce in the lower tail of the distribution a somewhat regularly decreasing number of choices from the most-preferred alternative to the least. Thus, in one item the five alternatives were marked by the two tails of the distribution as follows:

Upper	Lower
(88%) 56	27 (42%)
2	14
4	8
0	4
2	11

The steadily decreasing attractiveness of the alternatives to the poor students may be seen here. Of the 64 papers tallied, the responses decreased thus: 27, 14, 11, 8 and 4. This was a very good item. Its difficulty index was .65 and its biserial *r* .51.

This kind of item evaluation revealed five suspicious items in the 50-item test. Number 6 had a biserial *r* of .15 and a difficulty index of .45. The item appeared to measure what we wanted to measure and seemed to be well con-

structed. It was decided not to change it. Later administration of the test raised this item-test correlation coefficient to .31.

Item number 18 had a biserial r of .17 and a difficulty index of .55. This item also was not changed and later administration produced a biserial r of .36.

Item 41 likewise seemed to be well constructed and to measure memory of information which seemed important. It was not changed and later administration raised the biserial r from .10 to .24.

Item 29 had a biserial r of .17 and a difficulty index of .39. This item was changed by the addition of a sentence in the stem and a second administration to about 850 students resulted in a biserial r of .43 and a difficulty index of .55.

This technique of changing the stem or the alternative choices of an item may be illustrated with item 29, which now reads:

A recent article in a newspaper quoted police records from cities in various parts of the country in order to show a 100 per cent increase in juvenile delinquency in recent years, in some cities more than others. *The reporter apparently gathered his data from different geographical areas and from various time periods.* A possible important error in its proof might be

- a. Errors in choosing the juveniles to be studied.
- b. The use of a misleading mean.
- c. False inferences.
- d. Accepting an insignificant difference as a real difference.
- e. Comparison of non-comparable statistics.

The fifth alternative was coded as the best choice. The change in the stem was the addition of the sentence underlined above. There is some new information in this sentence (time periods), but its main function seems to be one of emphasis and repetition. As noted before, without this sentence the biserial r was .17 and the difficulty index .39. With the

sentence the biserial r became .43 and the difficulty index .55.

The problem of item number 17 has not been solved. On the first administration the item showed an item-test correlation of —.27. After examination of the item, the recommendation was as follows:

"This item has a negative r of .27. This is serious. It concerns 'character traits' of people and was designed to measure the student's knowledge and understanding of change (Never the Same River). This principle seems to be important and is not, apparently, being learned. Not one of the good students marked the best answer and only five of the poor students. Both tails emphasized #4 (hidden motives), which is a very poor choice. Perhaps we should try this item again after teaching the principle better. It is a very questionable item and may not prove out."

It did not prove out. A second administration produced about the same kind of responses as the first one had produced. Consequently, the alternatives were re-written so as to make all of the four distractors more clearly wrong and thus easier for a knowledgeable student to eliminate.

Another administration failed also. The biserial r was —.13 and the difficulty index remained very low: .09. The principle tested, which is discussed in the textbook and is presumably an important part of the principle of uncertainty and change, seems not to have been understood by our best students. It seems possible also that choices on the item are being dictated by misinformation since guessing alone should place 20 per cent of the answers on the best alternative. It is not impossible that some linguistic or semantic misdirection is present in the language of the item. This seems unlikely, however, since both

the stem and the alternatives were changed before the last administration of the test. The disposition of this item has not been decided, but it is obvious that it does not contribute toward the objective of the whole test, viz., placing each student on a continuum in the place where he belongs.

Form B of the midsemester examination and the 150-item final examination were constructed and analyzed in the same fashion as described above. The statistics on each of these tests were as follows:

	Form A	Form B	Final
Mean	25.27	24.87	87.
Standard deviation	6.58	6.26	16.4
Range	10.38	14.36	62-127

These statistics are computed after the answer sheets are machine scored. Distributions of letter grades are computed and distributed to each instructor, who may use them or not as he chooses.

It seems to us that the use of these common examinations, measuring as they seem to do memory and understanding of the textbook material around which the course has been built, has had some tendency to unify our efforts as instructors. We are apparently emphasizing more the importance of studying, aided perhaps by "The Word" which has spread around the campus about the difficulty of the examinations. Each of the midsemester examinations has been administered three times. The

mean scores on Form A were 25.27, 27.68, and 27.77. For Form B the means were 24.87, 25.84, and 26.71. The increase on both forms on the second administration, while not large, can be accounted for by the changes after analysis described above. Most of the changed items became appreciably easier. The relative stability of the means from one administration to another suggests that the tests have thus far been well protected. In our innocence we believe our students are studying harder, and that this slight rise in scores is a reflection of their greater application.

There is a great deal of work involved in this procedure. Complete tallying of responses on the 150-item final examination takes about 100 hours if done by hand. The use of a graphic item counter would probably reduce this to a few hours. The computation of the discrimination and difficulty indices is rather straightforward and rapid after the tallying of responses have been completed. Changes in items, of course, require secretarial work and some expense. In appraising the procedure, however, one should subtract from this the time and expense involved when each instructor composes, reproduces, and scores his own examinations, and weigh the values which seem to lie in better measurement and greater coordination among the various instructors of the same course.

DO WE KNOW HOW TO LISTEN? PRACTICAL HELPS IN A MODERN AGE

Ralph G. Nichols

IN 1940 Dr. Harry Goldstein completed a very important research project at Columbia University. It was underwritten by one of our educational foundations, was very carefully drawn, and two very important observations emerged from it. One, he discovered that it is perfectly possible for us to listen to speech at a rate more than three times that at which we normally hear it, without significant loss of comprehension of what we hear. Two, he suggested that America may have overlooked a very important element in her educational system, that of teaching youngsters how to listen.

Shortly after that Richard Hubbell, an important figure in the television industry, produced a new book. In it, he declared without equivocation that 98 per cent of all a man learns in his lifetime he learns through his eyes or through his ears. His book tended to throw a spotlight upon a long-neglected organ we own, our ears.

Together, the declarations of Goldstein and Hubbell put into perspective the highly significant studies of Paul Rankin, of Ohio State University. Rankin was determined to find out what proportion of our waking day we spend in verbal communication. He kept careful log on 65 white-collar folk, much like you and me, at 15-minute intervals for two months on end. Here is what he found: Seven out of every ten min-

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utes that you and I are conscious, alive and awake we are communicating verbally in one of its forms; and our communication time is devoted 9 per cent to writing, 16 per cent to reading, 30 per cent to speaking, and 45 per cent to listening.

OUR UPSIDE-DOWN SCHOOLS

Quantitatively speaking, America has built her school system upside down. Throughout the twelve years a youngster normally spends in school, some teacher is continually trying to teach him how to write a sentence, in the hope that sometime he will be able to write a full paragraph, and then a complete report. Countless tax dollars and teacher hours of energy go into improving the *least used* channel of communication.

For some reason inexplicable to me, we usually chop off all reading improvement training at the end of the eighth grade, and from that time on the reading done is of an extensive, voluntary and general character. Then we decry, sometimes, the fact that America is a nation of sixth-grade reading ability. We should not be shocked at that fact, in view of the maximum training received. However, a lot of tax dollars are devoted to improving this *second least-used* channel of communication.

Then we come to something important—speech itself. Thirty per cent of our communication time is devoted to it; yet speech training in America is largely an extracurricular activity. In

a typical school you will find an all-school play once or twice a year. There may be a debating team with a couple of lawyer's sons on it. There may be an orator, along with an extempore speaker, and that is about the size of it. You will find it very difficult to discover a single high school in America where even one semester of speech training is required of the youngsters going through. Actually, much of the speech taught in America today is provided by Dale Carnegie and his cohorts in night classes at a cost of about \$125 per student for enrollment. Too expensive, and too late in life, to do many of us much good!

Then we come to listening. Forty-five per cent of our communication time is spent in it. In 1948, when I first became concerned about this field, you could hardly find anyone really concerned about refining his listening ability. I asked my University for a sabbatical leave that year, and spent twelve months doing research related to the characteristics of good and bad listeners. First, I learned that nobody knew much about effective listening. Only three researches which you could call experimental and scientific had been published in 1948 in the field of listening comprehension. By comparison, over 3,000 scientific studies had been published in the parallel learning medium, that of reading comprehension.

TEN YEARS MAKES A DIFFERENCE

Between 1950 and 1960 a very dramatic page has been turned. Many of our leading universities are now teaching listening, under that label. Today these schools are not only teaching listening—they are doing, at long last, graduate-level research in the field. Today, also, scores of businesses and industries have instituted their own listening training programs for selected management per-

sonnel. Three departments of the Federal Government and a number of units of our military service have followed suit.

Very important to the growing interest in listening training in the public schools has been the steady support given by the National Council of Teachers of English and the Speech Association of America. Under their guidance and help new "language arts guides" are being widely adopted. Typically, these guides give equal emphasis to the four communication skills of reading, writing, speaking, and listening.

TWO CENTRAL QUESTIONS

In view of this rather sudden surge of interest in effective listening, I should like to raise two questions, and very closely pursue answers to them.

Question number one: Is efficient listening a problem? For insight on this issue, let us revert to the classroom for a moment, for the first person to produce important evidence on it was H. E. Jones, a professor at Columbia University. One year he was in charge of the beginning psychology classes there, and frequently lectured to a population of some 476 freshman.

It seemed to him, when he gave comprehension tests over his lecture content, that the students were not getting very much of what he was trying to say. He hit upon a very novel idea for an experiment. He talked 50 of his colleagues on the faculty at Columbia into cooperating with him. Each professor agreed to prepare and deliver to Jones' students a ten-minute lecture from his own subject-matter area. Each one submitted his lecture excerpt to Jones ahead of time, and Jones painstakingly built an objective test over the contents. Half of the questions in each quiz demanded a recalling of facts, and the

other half required the understanding of a principle or two imbedded in the lecture excerpt.

EFFICIENCY LEVEL—25 PER CENT

Professor Number 1 came in, gave his little ten-minute lecture, disappeared, and the group was questioned on its content. Number 2 followed. At the end of the fiftieth presentation and the fiftieth quiz, Jones scored the papers and found that freshman were able to respond correctly to about half the items in each test. Then came the shock. Two months later he reassembled the 476 freshmen and gave them the battery of tests a second time. This time they were able to respond correctly to only 25 per cent of the items in the quizzes. Jones was forced to conclude, reluctantly, that without direct training, university freshmen appear to operate at a 25 per cent level of efficiency when they listen.

I could not believe it could be that bad. I decided to repeat the experiment at the University of Minnesota, and did so. I did not let two months go by before the retest, for I was pretty certain that the curve of forgetting takes a downward swoop long before two months have passed. Yet I got exactly the same statistics: fifty per cent response in the immediate test situation; 25 per cent after two weeks had passed.

Several other universities have run off essentially the same experiment, and all tend to report approximately the same statistics. I think it is accurate and conservative to say that we operate at almost precisely a 25 per cent level of efficiency when listening to a ten-minute talk.

WHAT CAN BE DONE?

Let us turn to a second major question: Is there anything that can be done about the problem? After all, if you and

I listen badly, only 25 per cent efficiently, and can do nothing about it, the future holds a pretty dismal outlook. Fortunately, if we want to become better listeners, or to make our students or employees better listeners, it is a goal perfectly possible to attain.

A few years ago we screened out the 100 worst listeners and the 100 best listeners we could identify in the freshman population on my campus. Standardized listening tests and lecture-comprehension tests were used, and we soon had two widely contrasting groups. These poor suffering 200 freshmen were then subjected to about 20 different kinds of objective tests and measures.

We got scores on their reading, writing, speaking, listening; mechanical aptitude, mathematics aptitude, science aptitude, six different types of personality inventories; each one filled out a lengthy questionnaire, and I had a long personal interview with each of the 200.

TEN GUIDES TO EFFECTIVE LISTENING

At the end of nine months of rather close and inductive study of these 200 freshmen, it seemed to us that ten factors emerged, clearly differentiating good and bad listeners. We reported in a number of articles what we called "the ten worst listening habits of the American people." In recent years the elimination of these bad habits, and the replacement of them with their counterpart skills, seems to have become the central concern of most listening training programs. Thus, we have ten significant guides to effective listening.

1. Find areas of interest

All studies point to the advantage in being interested in the topic under discussion. Bad listeners usually declare the subject dry after the first few sentences. Once this decision is made, it serves to rationalize any and all inattention.

Good listeners follow different tactics. True, their first thought may be that the subject sounds dry. But a second one immediately follows, based on the realization that to get up and leave might prove a bit awkward.

The final reflection is that, being trapped anyhow, perhaps it might be well to learn if anything is being said that can be put to use.

The key to the whole matter of interest in a topic is the word *use*. Whenever we wish to listen efficiently, we ought to say to ourselves: "What's he saying that I can use? What worthwhile ideas has he? Is he reporting any workable procedures? Anything that I can cash in, or with which I can make myself happier?" Such questions lead us to screen what we are hearing in a continual effort to sort out the elements of personal value. G. K. Chesterton spoke wisely indeed when he said, "There is no such thing as an uninteresting subject; there are only uninterested people."

2. *Judge content, not delivery*

Many listeners alibi inattention to a speaker by thinking to themselves: "Who could listen to such a character? What an awful voice! Will he ever stop reading from his notes?"

The good listener reacts differently. He may well look at the speaker and think, "This man is inept. Seems like almost anyone ought to be able to talk better than that." But from this initial similarity he moves on to a different conclusion, thinking "But wait a minute . . . I'm not interested in his personality or delivery. I want to find out what he knows. Does this man know some things that I need to know?"

Essentially we "listen with our own experience." Is the conveyor to be held responsible because we are poorly equipped to decode his message? We cannot understand everything we hear,

but one sure way to raise the level of our understanding is to assume the responsibility which is inherently ours.

3. *Hold your fire*

Overstimulation is almost as bad as understimulation, and the two together constitute the twin evils of inefficient listening. The overstimulated listener gets too excited, or excited too soon, by the speaker. Some of us are greatly addicted to this weakness. For us, a speaker can seldom talk for more than a few minutes without touching upon a pet bias or conviction. Occasionally we are roused in support of the speaker's point; usually it is the reverse. In either case overstimulation reflects the desire of the listener to enter, somehow, immediately into the argument.

The aroused person usually becomes preoccupied by trying to do three things simultaneously: calculate what hurt is being done to his own pet ideas; plot an embarrassing question to ask the speaker; enjoy mentally all the discomfiture visualized for the speaker once the devastating reply to him is launched. With these things going on, subsequent passages go unheard.

We must learn not to get too excited about a speaker's point until we are certain we thoroughly understand it. The secret is contained in the principle that we must always withhold evaluation until our comprehension is complete.

4. *Listen for ideas*

Good listeners focus on central ideas; they tend to recognize the characteristic language in which central ideas are usually stated, and they are able to discriminate between fact and principle, idea and example, evidence and argument. Poor listeners are inclined to listen for the facts in every presentation.

To understand the fault, let us assume that a man is giving us instructions made up of facts A to Z. The man

begins to talk. We hear fact A and think: "We've got to remember it!" So we begin a memory exercise by repeating "Fact A, fact A, fact A . . .".

Meanwhile, the fellow is telling us fact B. Now we have two facts to memorize. We're so busy doing it that we miss fact C completely. And so it goes up to fact Z. We catch a few facts, garble several others and completely miss the rest.

It is a significant fact that only about 25 per cent of persons listening to a formal talk are able to grasp the speaker's central idea. To develop this skill requires an ability to recognize conventional organizational patterns, transitional language, and the speaker's use of recapitulation. Fortunately, all of these items can be readily mastered with a bit of effort.

5. *Be flexible*

Our research has shown that our 100 worst listeners thought that note-taking and outlining were synonyms. They believed there was but one way to take notes—by making an outline.

Actually, no damage would be done if all talks followed some definite plan of organization. Unfortunately, less than half of even formal speeches are carefully organized. There are few things more frustrating than to try to outline an unoutlineable speech.

Note-taking may help or may become a distraction. Some persons try to take down everything in shorthand; the vast majority of us are far too voluminous even in longhand. While studies are not too clear on the point, there is some evidence to indicate that the volume of notes taken and their value to the taker are inversely related. In any case, the real issue is one of interpretation. Few of us have memories good enough to remember even the salient points we hear. If we can obtain brief, meaningful records of them for later review, we

definitely improve our ability to learn and to remember.

The 100 best listeners had apparently learned early in life that if they wanted to be efficient note-takers they had to have more than one system of taking notes. They equipped themselves with four or five systems, and learned to adjust their system to the organizational pattern, or the absence of one, in each talk they heard. If we want to be good listeners, we must be flexible and adaptable note-takers.

6. *Work at listening*

One of the most striking characteristics of poor listeners is their disinclination to spend any energy in a listening situation. College students, by their own testimony, frequently enter classes all worn out physically; assume postures which only seem to give attention to the speaker; and then proceed to catch up on needed rest or to reflect upon purely personal matters. This faking of attention is one of the worst habits afflicting us as a people.

Listening is hard work. It is characterized by faster heart action, quicker circulation of the blood, a small rise in bodily temperature. The overrelaxed listener is merely appearing to tune in, and then feeling conscience-free to pursue any of a thousand mental tangents.

For selfish reasons alone one of the best investments we can make is to give each speaker our conscious attention. We ought to establish eye contact and maintain it; to indicate by posture and facial expression that the occasion and the speaker's efforts are a matter of real concern to us. When we do these things we help the speaker to express himself more clearly, and we in turn profit by better understanding of the improved communication we have helped him to achieve. None of this necessarily implies acceptance of his point of view or favorable action upon

his appeals. It is, rather, an expression of interest.

7. Resist distractions

The good listeners tend to adjust quickly to any kind of abnormal situation; poor listeners tend to tolerate bad conditions and, in some instances, even to create distractions themselves.

We live in a noisy age. We are distracted not only by what we hear, but by what we see. Poor listeners tend to be readily influenced by all manner of distractions, even in an intimate face-to-face situation.

A good listener instinctively fights distraction. Sometimes the fight is easily won—by closing a door, shutting off the radio, moving closer to the person talking, or asking him to speak louder. If the distractions cannot be met that easily, then it becomes a matter of concentration.

8. Exercise your mind

Poor listeners are inexperienced in hearing difficult, expository material. Good listeners apparently develop an appetite for hearing a variety of presentations difficult enough to challenge their mental capacities.

Perhaps the one word that best describes the bad listener is "inexperienced." Although he spends 45 per cent of his communication day listening to something, he is inexperienced in hearing anything tough, technical, or expository. He has for years painstakingly sought light, recreational material. The problem he creates is deeply significant, because such a person is a poor producer in factory, office, or classroom.

Inexperience is not easily or quickly overcome. However, knowledge of our own weakness may lead us to repair it. We need never become too old to meet new challenges.

9. Keep your mind open

Parallel to the blind spots which afflict human beings are certain psy-

chological deaf spots which impair our ability to perceive and understand. These deaf spots are the dwelling place of our most cherished notions, convictions, and complexes. Often, when a speaker invades one of these areas with a word or phrase, we turn our mind to retraveling familiar mental pathways crisscrossing our invaded area of sensitivity.

It is hard to believe in moments of cold detachment that just a word or phrase can cause such emotional eruption. Yet with poor listeners it is frequently the case; and even with very good listeners it is occasionally the case. When such emotional deafness transpires, communicative efficiency drops rapidly to zero.

Among the words known thus to serve as red flags to some listeners are: mother-in-law, landlord, redneck, sharecropper, sissy, pervert, automation, clerk, income tax, hack, dumb farmer, pink, "Greetings," antivivisectionist, evolution, square, punk, welsher.

Effective listeners try to identify and to rationalize the words or phrases most upsetting emotionally. Often the emotional impact of such words can be decreased through a free and open discussion of them with friends or associates.

10. Capitalize on thought speed

Most persons talk at a speed of about 125 words a minute. There is good evidence that if thought were measured in words per minute, most of us could think easily at about four times that rate. It is difficult—almost painful—to try to slow down our thinking speed. Thus we normally have about 400 words of thinking time to spare during every minute a person talks to us.

What do we do with our excess thinking time while someone is speaking? If we are poor listeners, we soon become impatient with the slow pro-

ress the speaker seems to be making. So our thoughts turn to something else for a moment, then dart back to the speaker. These brief side excursions of thought continue until our mind tarries too long on some enticing but irrelevant subject. Then, when our thoughts return to the person talking, we find he's far ahead of us. Now it's harder to follow him and increasingly easy to take off on side excursions. Finally we give up; the person is still talking, but our mind is in another world.

The good listener uses his thought speed to advantage; he constantly applies his spare thinking time to what is being said. It is not difficult once one has a definite pattern of thought to follow. To develop such a pattern we should:

- A. Try to anticipate what a person is going to talk about. On the basis of what he's already said, ask yourself: "What's he trying to get at? What point is he going to make?"

- B. Mentally summarize what the person has been saying. What point has he made already, if any?
- C. Weigh the speaker's evidence by mentally questioning it. As he presents facts, illustrative stories and statistics, continually ask yourself: "Are they accurate? Do they come from an unprejudiced source? Am I getting the full picture, or is he telling me only what will prove his point?"
- D. Listen between the lines. The speaker doesn't always put everything that's important into words. The changing tones and volume of his voice may have a meaning. So may his facial expressions, the gestures he makes with his hands, the movement of his body.

Not capitalizing on thought speed is our greatest single handicap. The differential between thought speed and speech speed breeds false feelings of security and mental tangents. Yet, through listening training, this same differential can be readily converted into our greatest single asset.

EARLY SPEECH EDUCATION IN BAPTIST SEMINARIES

Charles A. McGlon

BY contemplating the experiences of their predecessors, teachers of religious address (like all other teachers of speech) might establish a more reliable basis for the proper study of their own problems with the relation of curricular and extracurricular instruction. An intensive survey-analysis was made of over 5,000 annotated items taken from manuscripts, faculty and trustee minute-books, pamphlets, articles in periodicals and newspapers, diaries, lecture-syllabi, and textbooks to determine the contributions of a group of Baptist educators in eleven well-established theological seminaries and divinity schools in the United States. Related to the entire field of speech education in various ways, the schools from which the data were drawn are Colgate-Rochester Theological Seminary, Rochester, New York; Andover Newton Theological School, Newton Centre, Massachusetts; Southern Baptist Theological Seminary, Louisville, Kentucky; The Divinity School of the University of Chicago, Chicago, Illinois; Crozer Theological Seminary, Chester, Pennsylvania; Central Baptist Theological Seminary, Kansas City, Kansas; Berkeley Baptist Divinity School, Berkeley, California; Southwestern Baptist Theological Seminary, Fort Worth, Texas; Northern Baptist Theological Seminary, Chicago, Illinois; New Orleans Baptist Theological Seminary, New Orleans, Louisiana; and, Eastern

Baptist Theological Seminary, Philadelphia, Pennsylvania.

The terminal dates for the survey-analysis were set at 1819 (because of the organization of Colgate Theological Seminary as the first permanently-established Baptist Seminary in America) and 1943 (because of the distinct influence upon the curriculum of the program for the preparation of chaplains for the Armed Services). For convenience, the chronological span under study was divided into an Early Period (1819-1879) and a Modern Period (1880-1943).

EXTRACLASS ACTIVITIES DURING THE EARLY PERIOD, 1819-1879

Besides the instruction in speech which they received in seminary classrooms, young ministerial students in early Baptist theological seminaries obtained training and experience in speaking and in preaching through extraclass activities. Some of the activities were supervised by the faculties, but many of them were conducted by the students.¹ Early students expended considerable time and effort in the preparation and delivery of speeches as a part of public exhibitions, including examinations, orations, and speech contests; religious services on the campus, including prayer meetings, chapel services, and memorial services; pro-

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¹ Editorial, "First Exhibition," *Latter Day Luminary*, III (August, 1821), 383.

grams of student societies, both rhetorical and missionary; and student preaching off the campus.

PUBLIC EXHIBITIONS

During the first part of the early period (1819-1839) faculties in theological seminaries held public *examinations* of all the students in all the courses, usually at the close of each term, but always at the end of the year. The first classes were small, and the time required to test all the students to the satisfaction of the examining committees was not great. Toward the middle of the early period (1840-1860), the exercises consumed the better part of three or four days.²

To conduct the examinations, the schools or the board of trustees of each institution elected annually an examining committee of three persons.³ These examiners were members of the society or the board, or were prominent preachers or educators from other sections of the country. It was neither unusual for a faculty member from one school to serve on the examining committee of another school, nor for a person who distinguished himself on an examining committee finally to be elected to a position on a faculty. The consequent relationship between the newly acquired denominational leaders and the faculties was important in coordinating the work of the various schools, and in focusing the needs and problems of theological education upon the attention of the general membership of the churches.

² "Report of the Faculty," *Annual Catalogue of the Newton Theological Institution* (Newton Centre, 1845), p. 16; and, *The Baptist Union Theological Seminary* (Chicago, 1869), pp. 1-4.

³ E. T. Hiscox (Chairman of the Examining Committee), "The Theological Class," *Thirty-seventh (sic) Anniversary of the Baptist Education Society* (Hamilton, 1954), p. 29.

It was no small task, to prepare, or to examine, students in a class in sacred rhetoric for an oral test of "the works of Campbell on the proper mode of investigating the sacred writings, and the principles to be regarded in the composition of sermons."⁴ It was, therefore, with no particular sorrow on the part of faculty, students, or examining boards that the custom of holding public examinations waned considerably between 1860 and 1879.

As a second part of the public exhibitions held throughout the early period (1819-1879), "dissertations composed by the students whose term at the Institution was completed," were read to an assembly, usually in the afternoon following the examination.⁵ These speeches were given, at first, by every senior in regular standing, but soon the middle classman participated also. In all cases, however, there was a predominantly religious or moral tenor in the addresses. Furthermore, the faculty at Colgate, in accord with the customs of colleges and universities elsewhere, had the first oration on the earliest program delivered in Latin, and the middle one in Greek.⁶ There is no record, however, that this practice generally prevailed.

The large numbers of visitors from local churches, who sometimes were assembled in crowded halls to hear the orations, freely expressed their opinions of student orators. Hoping that the discourses would be characteristic of "minds wrought with knowledge and hearts imbued with piety," the visitors were on the alert for distinct enunci-

⁴ Editorial, "Newton Theological Institution," *American Baptist Magazine*, XI (August, 1831), 318.

⁵ *Ibid.*

⁶ B. F. Bronson, *et. al.*, "Commencement Programs," *The First Half Century of Madison University (Etc.)*. Official Document (Hamilton, 1872), pp. 384-8.

ation, for voices that were "free from the nasal twang of the east," for elocution that was not "disgusting imitations of theatrical rant and mouthing," and for delivery that was "sufficiently liberal, without offending by incessant action."⁷

But some observers remarked that the oratorical exercises were potentially damaging to the usefulness of ministerial students; for such exercises seemed to allow a young preacher to speak so much for his own advancement that he lost sight of God's glory. In fact, they advised that there might even be "a spice of something that was distinctly denominational," for "there certainly must be *some* time and place where it must be lawful, aye, and proper, to hold out our banners."⁸

In spite of the dissatisfaction with the orations and the manner of conducting them, they were the most important speech making opportunities resembling practice sermons that the students had under supervision.

Between 1861 and 1879, individuals and groups outside the seminaries tried to stimulate a renewed interest in student speaking by offering prizes for excellence in *speech contests*. For instance, at Colgate, an alumni society requested each member of the senior class to write an oration on a topic that was suggested by the faculty; from these, six students were to deliver their addresses in a public ceremony. The most successful was awarded a prize of thirty-five dollars "on the Day of Commencement."⁹ Thus began a long series of contests or exhibitions in oratory, Eng-

lish composition, declamation, and public reading of the Scriptures.

RELIGIOUS SERVICES ON THE CAMPUS

Students participated in *prayer meetings* that were usually held in the morning and the evening of each day. Therein they developed their abilities to read the Scriptures aloud, to bear testimony of their religious experiences, and to offer prayers in public.¹⁰

Not only did the students participate in prayer meetings, but they had a part in the *chapel exercises* held regularly as a part of campus devotional life. Consequently, they prepared short addresses of an expository nature on religious subjects, which they delivered before their classmates and faculties in religious assembly. If they chose to do so, they presented declamations instead of original addresses, but they were required to have faculty approval of the selections which they delivered.¹¹

To honor the memory of deceased ministers and at the same time prepare student preachers for a most difficult pastoral duty, the professors appointed senior students to conduct *memorial services* for deceased classmates. The presentations apparently had only experiential values for the students, since there is no record of critical evaluation having taken place: the services were limited to brief prayers, a retelling of the gospel story, and a short account of the deceased one's life and work.¹²

⁷ Editorial, "Anniversary Addresses," *American Baptist Magazine*, XIII (August, 1833), 407.

⁸ Editorial, "Anniversary at Newton Theological Seminary (sic)," *Baptist Memorial and Monthly Intelligencer*, III (July, 1944), 318.

⁹ "The Lewis Prize Exhibition," *Catalogue of the Madison University (Etc.)* (Hamilton, 1878), p. 31.

¹⁰ Irah Chase, "Hints on Public Prayer." MSS. of a Series of Lectures in the Library of Andover Newton Theological Institution (1826), n.p.; also, Prof. T. J. Morgan, "How to Conduct Prayer Meetings," *The (Chicago) Standard*, XXI, (December 14, 1876), 1.

¹¹ (Correspondence), "A Journey to the Falls of Niagara," *American Baptist Magazine*, V (August, 1825), 128-40.

¹² Cf. "Biographical Sketch of the Rev. C. Kendrick," *American Baptist Magazine*, XI (August, 1831), 67; and, "Record Book of the Andrew Fuller Society (Etc.)." MSS. in the Library of the Southern Baptist Theological Seminary (December 7, 1860), p. 65.

Throughout the early period (1819-1879), ministerial students gained extracurricular speech experiences in student societies which the young men organized for themselves. Theological students were following the precepts of their contemporaries in secular education; but, to the generally established rhetorical society, the seminarians added a society for missionary inquiry or study.

At the very beginning of the early period young preachers were enthusiastic about the opportunities which the rhetorical societies offered for extraclass participation in discussion, debate, Bible reading, business meetings, and original speaking. In fact, enthusiasm for the activities increased during the middle part of the early period to the point that students on some campuses belonged to several rhetorical societies. Furthermore, some student societies extended their activities and their influence so far beyond their simple beginnings that they engaged in collecting books for libraries, and in securing other educational equipment for their schools.¹³

The societies were organized originally to promote good speaking. The enthusiastic members fixed penalties for those who became lax in supporting the societies. For example, they fined members who ignored good decorum; they assessed fines for absence from roll call and for the failure of a reader, impromptu speaker, or regular disputant to perform on schedule. They realized that the activities of the societies, thus controlled, would stimulate a "generous rivalry," but they also realized that the new experiences would usually produce in all of the members "feelings of brotherly love, and habits of refine-

¹³ Baptist Education Society of the State of New York, *Thirty-sixth (sic) Report* (Hamilton, 1853), p. 27.

ment."¹⁴ Criticism was delivered by a student who was elected for the job and dealt with content as well as delivery. It was not unusual for a meeting to close under some degree of emotional stress, because of the criticism or the manner in which the criticism was given.¹⁵

The societies made a further contribution of significance to speech education through the programs which they sponsored during commencement week. For these exercises, outstanding alumni, or other friends of theological education were invited to speak; some of these speeches were among the most scholarly and stimulating that the students heard during their entire stay at the seminaries.¹⁶

Closely akin to the rhetorical societies were the student societies organized "to inquire into the moral and religious conditions of the world."¹⁷ As would be supposed, the emphasis in the meetings of the *missionary* societies was upon religious content rather than upon techniques of speaking or upon criticism. The practical value was increased when, in the middle of the early period, the societies began to sponsor "missionary teams," composed of students who conducted special services in nearby churches to stimulate public interest in missions or to secure support for the

¹⁴ "Subsequent Amendments: Fines." MS. in the Library of the S.B.T.S. (Revision of 1874), n.p.

¹⁵ "Records of the Philomathesian Society (Etc.)." MSS. in the Colgate Collection of the Colgate-Rochester Library (August 10, 1821-December 17, 1824), n.p.

¹⁶ "Records of the Knowles Rhetorical Society (Etc.)." MSS. in the Library of the Andover Newton Theological Institution (October 12, 1853), n.p.; and, *Crozer Theological Seminary, Fifth Annual Report (Etc.)* (Crozer, Pennsylvania, 1873), n.p.

¹⁷ "Constitution and By-Laws of the Missionary Society." MSS. in the Library of the S.B.T.S. (February, 1860 *et. seq.*), n.p.

missionaries who were already in service.¹⁸

STUDENT PREACHING OFF THE CAMPUS

Preaching in neighboring churches was the fourth major extraclass activity through which seminary students developed their abilities in speech. Here two schools of thought developed. One attitude was to encourage student preaching as much as possible; and the faculties who had this attitude noted that a student learned some things more readily from life than from books, and preaching was one of them.¹⁹

The second approach was made by faculties who wished to withhold permission for students to preach as a regular off-campus activity, since many students were engaged outside the classroom in more preaching than was obviously "consistent with the best interests" of the schools and of the students. Nevertheless, the students felt justified in their endeavor, for preaching was the professional ability toward which their whole program of theological education pointed; it was the thing the faculties were charged to help students learn to do well.²⁰

EXTRACLASS ACTIVITIES DURING THE MODERN PERIOD, 1880-1943

During the modern period of seminary education, extraclass activities in some schools received as much attention from the faculties and the students as did the classroom instruction. This situation developed in two ways. First, many

of the activities for which the students had been responsible in the early period (1819-1879) became a part of the classroom work. Next, the instruction that originally had been given in the classroom was extended to provide real-life experiences in laboratories and clinics in the churches, community centers, and other appropriate institutions. The result was that the theological curriculum eventually was expanded to include (1) an increased number of student projects for learning-by-doing and (2) a pronounced degree of faculty supervision over the extraclass programs of the students.

In teaching the purposes of preaching, some faculties not only emphasized the expository nature of all religious discourses and the relationship between preaching and teaching, but they also sent students outside the classrooms again, into the community, to achieve that purpose and that relationship by preaching and teaching in mission Sunday schools and in daily vacation Bible schools.²¹

After the students performed their required extraclass duties, they presented reports of their work to the faculties. Not only did the faculty members give instruction; the presidents of the seminaries and other successful Christian workers also participated. There was established a closer relationship between class and extraclass work; the classroom was actually extended into the socio-religious community. Consequently, a climate was developed for some of the most progressive, practical

¹⁸ The Board of Directors of the Knowles (Etc.), "Annual Report." MS. in the Library of Andover Newton (Etc.) (August 15, 1839), n.p.; and, Galusha Anderson, "The Preacher," *The Standard*, XIV (May 24, 1877), 2.

¹⁹ Rochester Theological Seminary, *Annual Report* (Etc.) (Rochester, 1855), p. 22.

²⁰ (Report), "Original Plan of a Theological Institution (Etc.)" *Latter Day Luminary*, II (May, 1820), 22-4.

²¹ Edgar J. Goodspeed, "Religious Agencies of the University," *The President's Report (of the University of Chicago)* (Chicago, 1916), p. 115; and, Dorothy Smetana, "Foreign Mission Fellowship." MSS. in the Library of the Eastern Baptist Theological Seminary (suprd. 1943), p. 1.

and successful teaching to be found in modern theological education.²²

PUBLIC EXHIBITIONS

Although they were the first type of public exhibition to require special training in speech composition and delivery, the public *examinations* continued to create such a strain upon the students, faculties, and examiners that they had been discontinued almost altogether by 1900.²³

The general custom of having students prepare and deliver *orations* also disappeared during the modern period, because the number of students was so large that only a selected few could speak as class representatives. Furthermore, the administrators considered it expedient to invite prominent alumni or other outstanding denominational leaders to make the addresses during the commencement exercises.²⁴

The custom that had been initiated originally by the colleges and universities of offering prizes for *speeches* and for *oral reading* became popular in the seminaries also. Until well in the 1920's there were contests in oratory and debate on most seminary campuses. In some cases the debate program included ventures in interscholastic competition. However, this kind of activity seemed

difficult to justify on the seminary level. Neither did the contests in the public reading of the Scriptures achieve widespread or enthusiastic support. Intermittently, there were people in the seminaries who disapproved of the teaching of the reading of the Bible. However, some faculties acknowledged that the contests had made some students realize that oral reading required special attention if it was to be effective in the pulpit.²⁵

An extraclass activity that would have appeared quite foreign to early seminarians was the production of *radio* programs and church *dramas* under the auspices of their schools. The interest in both media developed very slowly, but gained increasing attention toward the end of the period. Numerous devotionals were prepared and presented over the radio by students who desired not only to deliver religious messages, but to develop during their seminary careers a practical familiarity with radio as a medium of religious communication. Thus, the plays and radio programs became definite parts of the theological curriculum, but they also remained akin to the public exhibitions of the early period, in that they afforded the students learning experiences in real situations outside the classroom.²⁶

²² Colgate University, "One Hundred Sixth Anniversary of the Theological Seminary," *Colgate University Publications*, XXV (June, 1925), 82. Cf. with a statement made to the alumni of Andover Newton Theological School that, strictly speaking, there are "no extracurricular activities in an educational institution." Luther A. Weigle (Dean of the Yale Divinity School), "An Outside View of the Christian Ministry," *Institution Bulletin*, XXVIII (June, 1936), p. 14.

²³ "Report of the President and Faculty (of Newton)," MS. (May 8, 1924), n.p.; and, "Minutes of the Faculty of the Central (Etc.) MSS. in the Office of the President (Kansas City, Kansas) (February 23, 1939), n.p.

²⁴ Henry C. Weston (President), "Twenty-eighth Anniversary," Collection of MSS., *Etc.* in a Scrapbook in the Crozer (Etc.) Library (*supra*. 1894), n.p.

RELIGIOUS SERVICES ON THE CAMPUS

As a continuation of earlier practices, services of a devotional nature for students and faculties were regularly scheduled and conducted on the seminary campuses throughout the modern period.

²⁵ "Early Records of the Adelphian Society," MSS. in the Southwestern (Etc.) Library (December 3, 1920), p. 164; "The President Hill Prize—," *Bulletin of the Berkeley Baptist Divinity School*, XIX (1934), 28.

²⁶ Editorial, "Student Activities," *Divinity Student* (Chicago), IV (May 15, 1927), p. 2; and Editorial, "Student and School Activities," *Ibid.*, IX (November, 1942), 7.

od. Student participation was encouraged, especially in chapel exercises, and some efforts were made to appraise realistically the inherent educational and religious values that might accrue from them. Young ministers continued to form their own groups for prayer, but there was almost no faculty guidance or direction in the selection of content or in the development of methods to aid the students in their participation during the special prayer meetings. Neither, apparently, did the students approach the situations with educational objectives in view. Therefore, the value of the special meetings lay in the fact that students prayed in a real situation of devotion or of supplication with people of their own age-education level, and were led by their own sense of satisfaction from the participation to determine the effectiveness of their endeavors.²⁷

STUDENT SOCIETIES

The first twenty years of the modern period marked something of a Golden Age for student-conducted *rhetorical* societies. The activities promoted during the early period of seminary development were continued, so that many speeches were delivered by the students before their classmates, interested alumni and friends on occasion, and even representatives from other seminaries. As was the case during the early period, the opportunities for student speaking usually included the experience of student criticism or evaluation, but there was little participation on the part of the faculties. This misfortune, together with the demands that were made by other activities upon the

schedules of already busy students, effected the disappearance by 1925 of rhetorical societies as important extraclass agencies in the development of speech for seminary students.²⁸

Although the heyday of the rhetorical society on the seminary campus passed before the end of the modern period, considerable interest in *missionary* activities was manifested between 1880 and 1943. Perhaps this was true because of the professional nature of the missionary groups on the campuses. Such organizations as the volunteer band, the evangelistic band, the gospel team, the Y.M.C.A., and the ministerial union came into being. The special programs presented by the student speakers featured special illustrated lectures, Bible reading, prayer, and sermons, as well as personal testimonials. Herein, because of the nature and the purpose of the activities, the students had experiences for learning in real-life situations of the first order. Recognizing this fact, some faculty members helped schedule the special meetings, and even accompanied the student groups on their journeys in order to advise and to assist them in their work.²⁹

STUDENT PREACHING OFF THE CAMPUS

Although the formal act of preaching was no longer considered the only important task of the minister, preaching remained a major extraclass activity among seminary students. In general, preaching continued to be allowed or encouraged for reasons of financial need or of practical experience. But as the

²⁷ "Committee on Religious Services," in "Records of the Faculty of Newton (Etc.)," *loc. cit.* (September 1, 1890), p. 20; and, "Joseph Bond Chapel," *Divinity School News*, (February 15, 1937), p. 10.

²⁸ "Record Book of the Ten," MS. in the Library of the S.B.T.S. (October 6, 1893), n.p.; and Editorial, "Other Student Organizations," *Eighth Annual Catalogue of the Baptist Bible Institute* (New Orleans, 1926), p. 101.

²⁹ "Secretary's Notebook of the Volunteer Band of the Southwestern (Etc.)," MS. in the Southwestern—Library (Fort Worth, December 11, 1919), n.p.; and, Carl H. Morgan, "Timely Topics from the Dean's Office," *The Easterner*, I (May, 1941), 9.

amount of extraclass student-preaching increased, the faculties became alarmed over the students' inability to maintain a commendable quality of scholarship while devoting an immeasurable amount of time to activities outside the classroom, and some faculties inaugurated plans of subsidizing students. First, they awarded scholarships of sufficient monetary value to allow the students to study without financial strain. Next, they distributed bonuses to worthy students who agreed to delay the activity of preaching in order to devote all of their time to theological study. Other faculties reduced the student loads, or class schedules, and thus provided extra time for the young men to preach off-campus.³⁰

THE SPECIAL LECTURES AND THE PASTOR'S CONFERENCES

Another problem that beset modern faculties who tried to correlate extraclass activities with classroom instruction was the relationship of the special lectures to the over-all course of study. The lectures had dealt earlier with topics appertaining primarily to preachers and preaching, but they ultimately were extended to include a consideration of almost every aspect of the theological curriculum.

The most substantial contribution made by the special lectureships and the pastors' conferences was the provision

³⁰ William H. Harper, "Shall the Theological Curriculum Be Modified, and How?" *American Journal of Theology*, III (June, 1899), 51-2; and, Editorial, "Evangelism," (*Kansas City*) *Seminary Voice*, XXXIII (March, 1940), 6.

for students to hear and to observe at first hand persons who were outstanding or unusually successful in religious address. The value of such teaching by example as the lectures afforded was plainly recognized by the students, who gained information and insight into the principles, practice, and evaluation of religious speaking.

From the foregoing materials, it is apparent that *some of the most profitable training which ministerial students received in their efforts to learn to speak and to preach well was afforded by practical activities outside the classroom.* This was so in spite of the confusing dichotomy between classroom and extraclass activities that existed in many schools throughout both periods, and because of the recognized opportunities uniting theory with practice in sound learning-experiences.

The occasions for the integration of class and extraclass work were not created by every teacher of ministerial speech education, even in the modern period, but those offered did afford the speech program its best opportunities to attain its most commendable level in the seminaries. Hence, they shed much light upon curriculum-building that present day educators might ponder with considerable profit. Particularly is this true as regards the scattered efforts to give young students experience in real situations, under supervision, followed by critical evaluation and consequent opportunities to increase strengths and remove weaknesses noted in that evaluation.

OFFICIAL ASSOCIATION BUSINESS

EXCERPTS FROM THE MINUTES OF THE ADMINISTRATIVE COUNCIL

Sheraton-Jefferson Hotel, St. Louis,
December 27-30, 1960

The fifth annual session of the Administrative Council convened with President Kenneth G. Hance presiding.

Sixty seconds of silent tribute was paid to the memory of W. Norwood Brigance and Henry Ewbank, Sr., both of whom passed away in 1960.

The Executive Vice-President, J. Jeffery Auer, reported that the NCTE Liaison Committee with joint membership of the SAA-AETA had been reactivated, and that the SAA representatives were Wallace Bacon and Donald Bryant. Auer moved that the NCTE Liaison Committee be established as an *Ad Hoc* Committee and that proper steps be taken to establish it as a coordinating committee. Seconded. Carried.

Bryant moved that the Executive Secretary proceed immediately to implement the portion of the report of the Committee on Publications which read, "that a revision be prepared of the last (1957) edition of the Knower 'Table of Contents' index to the *Quarterly Journal of Speech, Speech Monographs* and *Speech Teacher*." Seconded. Carried. The recommendation of the Committee on Publication that *QJS* carry the union label (initial request having been made by the editor of *QJS*) was approved by common consent. Henry Mueller moved that *Speech Monographs* and *Speech Teacher* carry the union label at the base of the inside front cover. Second. Carried.

Elizabeth Carr, Robert Haakenson, and William McCoard were nominated to represent the Council on the Nominating Committee. Mrs. Carr was elected.

To implement the report of the Committee for Assistance to Foreign Universities, Auer moved that the SAA should specifically urge the following people to find government funds to pay shipping charges of books sent abroad in the future: the President, Secretary of State, the Director of the United States Information Agency, the Director of ICA, the Secretary of Health, Education and Welfare, the Chairman of the Senate Foreign Relations Committee, and

the Chairman of the House Foreign Relations Committee. Seconded. Carried.

Wilbur Gilman reported on a suggested constitutional revision relating to the interest groups. John Black moved that Gilman suggest the revision of Article X, Sections 5 and 8, of the Constitution to transfer the duty of reporting the activities of the interest groups to the Legislative Assembly from the vice chairman to the delegate of the interest group to the Assembly, and that the matter be referred to the Constitutional Committee. Seconded. Carried.

Gilman distributed mimeographed copies of the manual he prepared for the operation of interest groups. The Council unanimously commended Gilman for the job he did on the manual.

Mueller moved that the SAA adopt a formula for determining place of conventions. Seconded. Carried. Mueller moved to adopt the week between Christmas and New Year's Day as a permanent time. Seconded. Carried.

Ralph Nichols moved that the SAA adopt a four-year cycle with an eight-year term to follow the calendar of: Chicago, 1964; Philadelphia, 1965; Chicago, 1966; Los Angeles, 1967; Chicago, 1968; New York, 1969; Chicago, 1970; San Francisco, 1971; (subject to hotel accommodations). Seconded. Carried.

The Executive Secretary was directed to seek hotel accommodations for this eight-year period. Nichols moved that the first extension of this calendar be reviewed in the convention at Chicago in 1964. Seconded. Carried.

John Dietrich moved that the Time and Place Committee be charged with the responsibility of making an annual audit of the effectiveness of this pattern and of taking formal cognizance of any complaints about service or hotels. Seconded. Carried.

Nichols moved that the Council ask the Constitutional Revision Committee to redraft Article III of the Constitution creating Section 2 for the purpose of urging the membership to join the National Education Association, and a Section 3 stating that the SAA is a constituent member of the American Council on Education. Seconded. Carried. Dietrich moved that the SAA underwrite annually the membership in

the NEA of the officers and editors of the Association. Seconded. Carried.

Dietrich presented the report of the Committee on Committees and moved the acceptance of the report. Seconded. Carried.

Robert Jeffrey displayed the required number of petitions for the formation of an Interest Group in Theatre and Drama and read the resolution of the proposed interest group requesting recognition. Dietrich moved the approval of the formation of this interest group. Seconded. Carried. Waldo Braden recommended that a letter be written to AETA informing them of our action and expressing good wishes to AETA.

Braden moved that the Council create a committee of five to investigate a permanent home for the SAA outside the city of Washington, D. C., to be appointed by Kenneth Hance as the current President of the Association. The committee was instructed to report to the Council at the first meeting at the 1961 convention. Seconded. Carried.

Braden moved that the action of the Legislative Assembly requesting the Administrative Council to take the steps necessary to secure prompt consideration of an increase in membership dues be referred to the Finance Committee which takes office in July, 1961. Seconded. Carried.

Braden moved that a committee be appointed by the officers of 1960 to investigate the possibility of raising funds to support the establishment of a national headquarters as provided for in the By-Laws Article I, Section 7. Seconded. Carried.

Dietrich moved that the term "regular" in Article I Section 7 be defined to mean the kind of membership which the individual has held for the majority of his years with the Association. Seconded. Carried.

Leroy Laase moved that a study of NUEA-SAA relationships concerning national headquarters be referred to the 1961 Executive Vice-President. Seconded. Carried.

Karl Robinson moved that the Association strongly support the actions of the Committee on International Discussion and Debate. Seconded. Carried.

Nichols moved that the Council empower the Executive Vice-President to act for the Association in moments when critical issues arise, subject only to the mail referendum of the other officers of the Association. Seconded. Carried.

Nichols moved that President Hance appoint

a member of the Association to represent SAA at the meeting of the American Council on Education on January 25, 1961 to act on the nomination of Logan Wilson to succeed Arthur S. Adams as President of the Council. Seconded. Carried.

Ernest Wrage moved that the Interest Group in Personal and Social Psychology be granted its request to change its name to Behavioral Sciences. Seconded. Carried.

Braden moved that the Council concur with the action of the Legislative Assembly in changing the *Ad Hoc* Committee on Certification of Regional Accrediting Associations to a Service Committee, and that it be renamed the Committee on Certification of Teachers of Speech. Seconded. Carried.

Laase moved that the President and the Second Vice-President of the Association be empowered to call an emergency session of the Council to meet jointly with the Executive Committee of the Legislative Assembly when such action is deemed desirable. Seconded. Carried.

Nichols read a letter from Raymond C. Van Dusen about the graduate record examinations. Auer moved to refer to Franklin Knower for review Parts 1 and 2 of the letter which read as follows: "(1) Inasmuch as the Graduate Record Examination in Speech has become obsolescent, that arrangements be made with the proper agency for its revision, (2) and, that the revision be constructed in such a manner as to report sub-scores in the various speech areas—public address, theatre, radio-television and speech science-pathology-audiology—thus providing an instrument for guiding graduate students as well as finding the general level of knowledge." Seconded. Carried.

Laase moved to refer to the Finance Committee Part 3 of Van Dusen's letter which reads: "(3) Further, that the Council consider the allocation of funds, if necessary, to aid in financing the revision." Seconded. Carried.

Mueller moved that the Council go on record that the appointment of an SAA representative to the committee described in Action Report K is not an administrative matter but one of policy. Seconded. Carried.

Mueller moved that Nichols appoint Hance as a committee of one to study and make recommendations concerning programs at conventions planned in honor of deceased members, and report to the Council in 1961. Seconded. Carried. The Council expressed its support of Braden in any decision of policy he might make

for handling the problem for the 1961 convention.

Robert Gunderson raised the question of whether the President or the Executive Vice-President should sign official correspondence to external associations. It was informally decided that the two officers should keep in touch and determine between themselves which should sign correspondence.

Mueller suggested for consideration the possibility that a committee be formed to study the organizing of a Constitutional Interpretation Committee.

ROBERT C. JEFFREY
Executive Secretary

EXCERPTS FROM THE MINUTES OF THE 1950 LEGISLATIVE ASSEMBLY

The Second Vice President of the Speech Association of America, Waldo Braden, presided at each of the four meetings of the fifth annual session of the Legislative Assembly in the Crystal Room, Sheraton-Jefferson Hotel.

Charles Redding as chairman of the Credentials Committee reported that sixty-one certified members were present. He announced that elected members cannot be represented by alternates but that constituent groups may choose alternates for those originally listed.

Elton Abernathy moved that the minutes of the 1959 Legislative Assembly as published be approved. Seconded. Carried.

The Speaker announced the appointment of the following persons: as sergeants-at-arms, Paul Brandes and Merrill Baker; as tellers, John Penn (chairman), Ronald Reid, Eugene White, Ed Rogge, Betty May Collins, and Robert Capel.

Paul Carmack reported for the Rules Committee and moved the adoption of the following amendment to the rules as an added Section 3 to Rule IV, "Floor Privileges": "When a person claims to be a delegate but is not named in the list of delegates provided by the Executive Secretary, it is the duty of the Credentials Committee to investigate and rule on the validity of the claim as soon as the facts can be ascertained. The Committee has the authority to certify delegates provisionally during the period of investigation." Seconded. Carried.

The following officials made brief oral reports: Karl Robinson, Editor of *The Speech Teacher*; Kenneth Hance, President; J. Jeffery Auer, Executive Vice President; Robert Jeffrey, Executive Secretary.

Fred Haberman as chairman reported for the Nominating Committee of the Assembly. Other members of the committee were Joseph Baccus, Waldo Braden, Mary Louise Gehring, and David Phillips.

The written reports of the interest groups, the committees, and the officials of the Association were accepted.

At the joint meeting of the Assembly and the Administrative Council, Braden as chairman reported for the Finance Committee (the report was accepted) and Carroll Arnold reported for Wayne Thompson, Chairman of the Committee on Time and Place. John Dietrich presented a substitute proposal, which the Assembly approved as amended. This action recommended that (1) the conventions be held in metropolitan hotels in December for the years 1964-1971, and that (2) the locations be as follows: 1964, Midwest; 1965, East; 1966, Midwest; 1967, West; 1968, Midwest; 1969, East; 1970, Midwest; 1971, West. The joint meeting was adjourned.

Dietrich as chairman reported for the Committee on Committees. The Assembly accepted the report.

Rogge as chairman reported for the Tellers' Committee. The following persons were elected:

Representative on SAA Nominating Committee: Mary Louise Gehring.

Representatives on SAA Committee on Committees: Paul A. Carmack, Thomas R. Lewis, and Robert T. Oliver.

Representatives of interest groups to serve on the Executive Committee: Albert J. Croft and Kim Giffin.

Representatives of geographical areas on the Executive Committee: Ray Irwin, H. Philip Constans, Henry L. Ewbank, and James H. McBath.

Members of the 1961 Nominating Committee of the Legislative Assembly: Robert Huber (chairman), Paul Brandes, Frank Davis, William McCoard, and Karl R. Wallace.

Thomas Rousse as chairman reported for the Consultation Committee. The report as a whole was received, and parts were implemented by the following Assembly actions: (1) The Committee on Cooperation Between the SAA and the Regional Associations is to study the advisability of a shared fee among the SAA and the several regional and state associations. (2) The Executive Vice President is to act upon the recommendation that SAA urge the state departments of education to include speech consultants and speech correction con-

sultants within their Divisions of Instruction if such consultants are not now employed.

Wilbur Gilman as Interest Group Advisor reported. He stated that the "Manual for the Interest Groups" had been mimeographed and would be distributed at the 1960 meetings of the groups.

Martin Andersen as chairman reported for the Committee on Resolutions. The Assembly disposed of the action reports as follows:

Action Report A—That the SAA establish a permanent national office in Washington, D. C., with a full-time, salaried Executive Secretary. No action, but a substitute (see A.R.P.) was approved.

Action Report B—That the appropriate officers of committees consider the desirability of joint meetings of the Administrative Council and the Executive Committee of the Assembly. Approved.

Action Report C—That the Executive Committee appoint an assistant(s) to the Clerk with the responsibility of maintaining liaison between the Assembly and the Administrative Council. Approved.

Action Report D—That constitutional amendments be prepared providing (1) that secretaries of interest groups serve two-year terms, (2) that representatives of interest groups to the Committee on Professional Ethics and Standards serve three-year terms and that one third of these terms expire each year, and (3) that the position of alternate for the delegate from the interest groups to the Assembly be established. Approved.

Action Report E—That a constitutional amendment be drafted providing for the elimination of interest groups which do not live up to their obligations. Not reported out of committee.

Action Report F—That the appropriate officers be instructed to create physical conditions which are conducive to the maximum comfort of the delegates and to the most effective deliberation of the Assembly. Not reported out of committee.

Action Report G—That the SAA create a "Permanent Home Committee" with the duties of (1) acquiring a suitable plot of ground in Washington, D. C., or in a Midwestern city with an active and independent speech department and (2) investigating possible ways of raising approximately \$100,000 for the erection of a permanent headquarters. No action, but a substitute (see A.R.P.) was approved.

Action Report H—That the Assembly rec-

ommend the continuation of the Committee on Certification of Regional Accrediting Associations as a service committee of the SAA, that the committee have the same personnel including Chairman Karl Robinson, and that the committee be renamed the "Committee on Certification of Teachers of Speech." Approved

Action Report I—That the SAA appoint a committee to study the ethics of communication and develop a code. Not reported out of committee.

Action Report J—That the SAA recommend that the Interest Group in Radio, Television, and Film report at the 1961 convention concerning the present and the potential effects of the use of television in instruction on the position of the teacher. Approved.

Action Report K—That the Assembly delegate to the American Forensic Association the authority to set up a committee to choose the national high school debate question for 1962-1963 and thereafter. No action, but a substitute (see A.R.Q.) was approved.

Action Report L—That the SAA offer felicitations to the National University Extension Association on the work of the Committee on Discussion and Debate Materials and Interstate Cooperation and that SAA express appreciation to six designated agencies and individuals for their financial support of the activities of this committee. Not reported out of committee.

Action Report M—That the Executive Vice President petition the President of the United States and the Congress for nonpartisan encouragement and financial support for programs of study, research, and training in the humanities and the social sciences and that this petition emphasize the need to include in such programs a study of the nature and the role of all forms of communication in a free society. Approved.

Action Report N—That emeritus membership be granted to Giles W. Gray. Approved.

Action Report O—That emeritus membership be granted to Gladys Whitman. Approved.

Action Report P—That the SAA establish a "Permanent Home Committee" with Dean James H. McBurney as chairman and that the committee report to the Assembly and the Administrative Council not later than December, 1961, concerning the feasibility of establishing a permanent national office in Washington, D. C. with a permanent staff. Approved.

Action Report Q—That a study committee report to the Executive Committee of the

Assembly at the 1961 convention regarding the advisability of delegating to the American Forensic Association the authority to provide for a committee to select the national high school debate question. Approved.

Action Report R—That the Assembly strongly disapprove of the affidavit of disbelief requirement of the National Defense Education Act, that the Assembly urge Congress to repeal this requirement immediately, and that the proper SAA officers be instructed to express these views to the Chairman of the House Subcommittee on Education, and the Chairman of the Senate Committee on Education. Approved.

Action Report S—That the Committee on Certification of Teachers of Speech report at the 1961 convention concerning a proposal that the Assembly endorse a policy statement prepared by the interest groups in Speech in the Elementary schools and Speech in the Secondary Schools.

Braden, as Second Vice President, reported concerning the status of the recommendations, requests, and directives approved by the 1959 Legislative Assembly and Executive Committee through motions and action reports.

The Assembly approved and referred to the Committee on the Certification of Teachers of Speech the following recommendations of the *Ad Hoc* Committee on Certification of the Regional Accrediting Associations: (1) that the work of the committee be continued or that a standing committee on certification of teachers of speech be established; (2) that this committee and the Executive Vice President continue to contact the state departments and that they urge state and regional associations to take direct, strong action; (3) that they work with the regional accrediting organizations to raise standards; and (4) that they prepare a brochure stressing career opportunities, standards, certification requirements, etc., for distribution.

Wallace moved that the Assembly ask the Administrative Council to take the steps necessary to secure prompt consideration of increased membership dues—the increase to be of a significant amount. Seconded. Carried.

The Assembly endorsed the recommendation that interest groups continue to consider the possibility of requiring convention participants to prepare abstracts or outlines in advance.

The Assembly referred to the Executive Vice President the suggestion that the SAA be rep-

resented on the Council on National Organizations for Children and Youth.

WAYNE N. THOMPSON
Clerk

EXCERPTS FROM THE REPORT OF THE EXECUTIVE SECRETARY

The Executive Secretary reported the office arrived in Bloomington, Ind. from Baton Rouge, La., on two trucks with a total weight shipped of 22,000 pounds, and a total moving cost of \$1,857.66. For the fiscal year ending May 31, 1960, the Association showed a handsome total income of \$79,163.25. Expenditures were \$71,014.03, leaving a net income of \$8,149.22.

As of December 10, 1960, the membership in the Association stood at 7,566. For purposes of comparison, membership statistics are included from the Executive Secretary's last membership report in 1959.

	1959	1960	Increase (Decrease)
Members who take QJS only	2,182	2,050	(132)
Members who take ST only	1,451	1,464	14
Members who take SM only	0	23	23
Subscribers to two journals	505		
ST & QJS		463	
SM & QJS		178	
SM & ST		28	164
Subscribers to three journals	268	231	(37)
Libraries taking QJS	1,493	1,277	(216)
Libraries taking ST	599	699	100
Libraries taking SM	616	460	(156)
Sustaining Members	617	692	75
TOTALS	7,731	7,566	(165)

There are 932 active members of the Teacher Placement Service.

BUDGETS SUBMITTED BY FINANCE COMMITTEE AND APPROVED BY ADMINISTRATIVE COUNCIL AND LEGISLATIVE COUNCIL AT THE 1960 CONVENTION

Publications:

	Revised Budget '60-'61	Tentative Budget '61-'62
<i>QJS</i>	\$14,500.00	\$15,000.00
<i>Speech Monographs</i>	6,200.00	6,000.00
<i>Speech Teacher</i>	9,000.00	9,500.00
<i>Annual Directory</i>	5,500.00	5,500.00
Special Printing	1,000.00	300.00
Purchase of Old Copies	650.00	650.00

Printing and Mimeographing:

Stationery	1,200.00	1,200.00
New Solicitations	1,120.00	1,000.00
Renewals	560.00	500.00
Placement	1,000.00	1,000.00
Convention	3,000.00	3,000.00

Personnel:

Officers and Committees	1,750.00	1,750.00
Secretary and Clerical	26,500.00	25,000.00

Dues:

American Council on Education	300.00	300.00
National Education Association	220.00	220.00
Commissions and Discounts	2,750.00	2,750.00
Bank Charges	50.00	50.00
Secretary's Bond and Audit	562.50	600.00

Other Expenses:

Postage and Distribution	5,600.00	5,000.00
Binding	600.00	700.00
Telephone and Telegraph	450.00	400.00
Insurance	253.75	260.00
Convention Expenses	2,500.00	2,500.00
Depreciation	1,000.00	1,000.00
Provision for Doubtful Accounts	500.00	500.00
Office Supplies and Service	1,800.00	1,800.00
Rent for National Office	2,400.00	2,400.00
	<u>\$90,966.25</u>	<u>\$88,880.00</u>

RESERVE FUND FOR

PERM. HEADQUARTERS \$ 3,000.00* \$ 3,000.00*

REPLACEMENT OF OLD AND

PURCHASE OF
NEW EQUIPMENT

800.00 800.00

PURCHASE CAR LOAD OF

PAPER 3,500.00 3,500.00

EXPENSE OF MOVING

NATIONAL OFFICE 1,857.66 0

*The Executive Secretary is obligated to meet this reserve (by action of the Finance Committee).

**REPORT ON ELECTION OF 1960
NOMINATING COMMITTEE**

Results of the voting for the nominees to the Nominating Committee were as follows: total votes cast, 815; total number of persons receiving votes, 375. The twelve persons receiving the most votes were: A. Craig Baird, Lionel G. Crocker, John E. Dietrich, Donald H. Ecroyd, Marvin L. Esch, Wilbur E. Gilman, Orville A. Hitchcock, Glen E. Mills, Wayne C. Minnick, William M. Sattler, Donald K. Smith, and Karl R. Wallace.

On the second ballot, 1100 valid votes were cast. In tabulating the vote by the Hare system of proportional representation, the following

three persons were elected: Lionel G. Crocker, John E. Dietrich, and Karl R. Wallace.

At the 1960 convention, the Administrative Council selected Elizabeth Carr, and the Legislative Assembly selected Mary Louise Gehring to complete the committee. Miss Gehring was elected chairman by the committee.

**REPORT OF THE 1960 NOMINATING
COMMITTEE**

NOMINEES FOR SECOND VICE-PRESIDENT

Carroll Arnold, Cornell Univ.
Robert T. Oliver, Pennsylvania State Univ.

NOMINEES FOR ADMINISTRATIVE COUNCIL

Wilma Grimes, Univ. of Washington
Frederick Haberman, Univ. of Wisconsin
John Highlander, Ohio Univ.
Freda Kenner, Messick High School, Memphis
Jack Matthews, Univ. of Pittsburgh
Mardel Ogilvie, Queens College

**NOMINEES FOR LEGISLATIVE ASSEMBLY:
GEOGRAPHIC AREA**

CENTRAL AREA

G. Bradford Barber, Illinois State Normal Univ.

William Conboy, Univ. of Kansas
Robert S. Goyer, Purdue Univ.

Ted R. Jackson, Wisconsin State College, Oshkosh

Lowell McCoy, Hebrew Union College, Cincinnati

Robert L. Scott, Univ. of Minnesota
Donald Sikkink, South Dakota State Teachers College

Edward Stasheff, Univ. of Michigan

EASTERN AREA

Robert Carson, Hamilton College

Edmund Cortez, Univ. of New Hampshire

Wofford Gardner, Univ. of Maine

Arthur S. Hough, Jr., Wesleyan Univ., Conn.

Almon Ives, Dartmouth College

E. Winston Jones, Boston Univ.

Ellen Kauffman, Montclair State College, N. J.

Kathryn Mulholland, Brooklyn College

SOUTHERN AREA

Allen Bales, Univ. of Alabama

M. Blair Hart, Univ. of Arkansas

DeWitte T. Holland, Hardin-Simmons Univ.

Robert L. McCroskey, Emory Univ.

Francine Merritt, Louisiana State Univ.

Louis Hall Swain, North Carolina State

College

Roy Tew, Univ. of Florida
 G. Allan Yeomans, Howard College, Alabama
 WESTERN AREA

Kenneth Berger, Sacramento, Calif.
 Donald Klopf, Univ. of Hawaii
 Henrietta Krantz, Alaska Div. of Health,
 Juneau, Alaska
 Oliver W. Nelson, Univ. of Washington
 Howard Runion, College of the Pacific
 James Stansell, Los Angeles State College
 George K. Sparks, Univ. of Arizona
 George Starlin, Univ. of Oregon

NOMINEES FOR LEGISLATIVE ASSEMBLY:

MEMBERS-AT-LARGE

Raymond S. Beard, State Univ. College of Educ., Cortland, N. Y.
 Winton Beaven, Washington Missionary College, Takoma Park, Md.
 Gifford Blyton, Univ. of Kentucky
 William Bos, Eastern Michigan College
 Martin Bryan, Univ. of Cincinnati
 John A. Burgess, Bennington, Vt.
 Charlotte Cleeland, Idaho State College, Pocatello
 Martin T. Cobin, Univ. of Illinois
 Rupert Cortright, Wayne State Univ.
 Agnes G. Doody, Univ. of Rhode Island
 Christine Drake, Univ. of Mississippi
 Donald Ecroyd, Michigan State Univ.
 Turner W. Edge, Univ. of Delaware
 Novalyn Price Ellis (Mrs. William), Lafayette Senior H. S., Lafayette, La.
 Richard Fallon, Florida State Univ.
 Seth Fessenden, Orange Co. State College, Fullerton, Calif.
 Ilene Fife, Pennsylvania State Univ.
 Wallace Fotheringham, Ohio State Univ.
 Robert P. Friedman, Univ. of Missouri
 Frank Funk, Syracuse Univ.
 G. B. Gordon, Pacific Bible Seminary
 Robert Haakenson, Smith, Kline and French Lab., Philadelphia
 Harold O. Haskitt, General Motors Institute, Flint, Mich.
 S. I. Hayakawa, San Francisco State College
 Reginald V. Holland, North Texas State College
 Mildred Ibberson, Florida Southern College
 Charles R. Irwin, Baldwin-Wallace College
 Manuel Irwin Kuhr, Temple Univ.
 Rev. J. Edward Lantz, Exec. Dir. Southern Office, Natl. Council of Churches of Christ, Atlanta, Ga.
 Mary E. Latimer, Madison College, Harrisonburg, Va.

Leroy Lewis, Ed. Dir., Am. Inst. of Banking, New York City
 Patricia McIlrath, Univ. of Kansas City
 Katherine B. McFarland, Stroudsburg State Teachers College, Pa.
 Allen McLeod, State Univ. College of Educ., Fredonia, N. Y.
 Joseph H. Mahaffey, Air Univ., Maxwell Field, Alabama
 Marguerite P. Metcalf, Hall H. S., Little Rock, Ark.
 Roger E. Nebergall, Univ. of Oklahoma
 Roy Nelson, Colorado State Univ.
 Ira North, David Lipscomb College
 Joseph O'Rourke, Wabash College
 William H. Olson, Bradford, Pa.
 Upton Palmer, Univ. of California, Santa Barbara
 James W. Parkerson, Northeast State College, Monroe, La.
 Waldo Phelps, Univ. of California, Los Angeles
 Edyth M. Renshaw, Southern Methodist Univ.
 John T. Rickey, Purdue Univ.
 David B. Strother, Univ. of Washington
 Harold Svanoe, Luther College
 William S. Tacey, Univ. of Pittsburgh
 Gordon Thomas, Michigan St. Univ.
 Donald Torrence, Knox College
 Sylvester Toussaint, Colorado State College of Educ.
 Evan Ulrey, Harding College, Searcy, Ark.
 Wm. S. Vanderpool, Grinnell College
 Alban F. Varnado, Louisiana State Univ., New Orleans
 Unalee Voight, Enid H. S., Enid, Okla.
 Charles Weniger, Seventh Day Adventist Seminary, Washington, D. C.
 Edna West, Northwestern State College, Natchitoches, La.
 Garff B. Wilson, Univ. of California, Berkeley
 George P. Wilson, Jr., Univ. of Virginia

MARY LOUISE GEHRING
Chairman

OFFICIAL COMMUNICATIONS FROM THE EXECUTIVE SECRETARY

SAA INTEREST GROUP OFFICERS—1961
Administrative Policies and Practices

Chairman: George Bohman
 Vice-Chairman: H. P. Constans
 Secretary: Donald Streeter
 Advisory Committee: Gordon Hostettler, Donald Streeter, Ralph McGinnis

Delegate to Legislative Assembly: C. Horton Talley

Representative to Committee on Ethics: John Penn

American Forensic Association

C: James H. McBath

V-C: Nicholas M. Cripe

S: Wofford Gardner

A: Herbert James, Robert Newman, Annabel Hagood

D: Mary Roberts

R: Kenneth Wilkens

Behavioral Sciences

C: R. S. Goyer

V-C: Walter Simonson

S: Robert E. Dunham

A: Wallace C. Fotheringham, Donald S. Kirk, William Sattler

D: Paul Holtzman

R: John W. Black

Business and Professional Speaking

C: Carl A. Pitt

V-C: William A. Conboy

S: Frank E. X. Dance

A: Raymond S. Ross, James N. Holm, Harold P. Zelko

D: Raymond S. Ross

R: Charles Goetzinger

Discussion and Group Methods

C: Martin Andersen

V-C: Carl A. Pitt

S: Roger Baumeister

A: Henry L. Ewbank, Jr., Donald Smith, William Howell

D: William Sattler

R: Franklyn Haiman

General Semantics and Related Methodologies

C: W. Charles Redding

V-C: Parke G. Burgess

S: Ray Tucker

A: Elton S. Carter, William Conboy, Elwood Murray

D: Charles Petrie

R: Phillip K. Tompkins

High School Discussion and Debate

C: Maurice Swanson

V-C: Calvin Heintz

S: Rev. S. E. Kalamaja, S.J.

A: Win Miller, Malcolm Bump, Marguerite Ramsey

D: Ivan Rehn

R: Al Higgins

History of Speech Education

C: Goodwin Berquist

V-C: Paul E. Ried

S: Robley Rhine

A: Milton Wiksell, John T. Rickey, Marceline Erickson

D: Milton Wiksell

R: Giles Gray

Interpretation

C: Chloe Armstrong

V-C: Wilma Grimes

S: Francine Merritt

A: Alethea Smith Mattingly, Martin Cobin, Elbert Bowen

D: Charlotte Lee

R: Claribel Baird

Parliamentary Procedure

C: Emogene Emery

V-C: Paul Carmack

S: Steven M. Buck

A: William Tacey, H. L. Ewbank, Jr., Emogene Emery

D: Thomas A. Hopkins

R: Paul Carmack

Radio-Television-Film

C: Barton Griffith

V-C: Robert Crawford

S: Gale Atkins

A: Herbert Seltz, Edgar Willis, Bruce Linton

D: J. Clark Weaver

R: Walter Emery

Rhetoric and Public Address

C: Robert Gunderson

V-C: Wayne Minnick

S: Wayne Brockriede

A: Robert Clark, Waldo Braden, H. E. Gulley

D: Leland Griffin

R: Margaret Wood

Speech and Hearing Disorders

C: Max Nelson

V-C: Arnold Aronson

S: Keith Davidson

A: Roy Tew, Charlotte Wells, John W. Black

D: Bernard Schlanger

R: Dorothy Eckelmann

Speech for Foreign and Bilingual Students

C: Paul D. Holtzman

V-C: L. S. Harms

S: Joseph Wetherby

A: A. Donald George, Johnnye Akin, A. T. Cordray

D: Joseph Wetherby

R: John W. Black

Speech for Religious Workers

C: DeWitte Holland
 V-C: Alfred Edyean
 S: W. K. Clark
 A: Charles Weniger, G. B. Gordon, Lionel Crocker
 D: John J. Rudin II
 R: James Golden

Speech in the Elementary Schools

C: Ellen Kauffman
 V-C: Pearl Faulk
 S: Marcella Oberle
 A: Carrie Rasmussen, Elise Hahn, Jean Ervin
 D: Fred Alexander
 R: James E. Popovich

Speech in the Secondary Schools

C: Milton Dobkin
 V-C: Doris Niles
 S: Betty Mae Collins
 A: Evelyn Konigsberg, Waldo Phelps, Kenneth Burns
 D: Charles Balcer
 R: Bea Olmstead

Theatre and Drama

C: Nathaniel S. Eek
 V-C: William Work
 S: Pat M. Ryan, Jr.
 A: Claribel Baird, O. G. Brockett, Ethel Rich
 D: Arthur Dorlag
 R: Harry Carlson

Undergraduate Speech Instruction

C: Jean Mayhew
 V-C: Bernard Phelps
 S: Sister Annerose, O.S.B.
 A: Elton Abernathy, Robert Goyer, Bernard Phelps
 D: Walter Stevens
 R: Hall Swain

Voice, Phonetics, and Linguistics

C: John W. Black
 V-C: Donald George
 S: Thelma Trombly
 A: Elizabeth Carr, C. L. Shaver, C. M. Wise
 D: Sheila Morrison
 R: A. T. Cordray

SAA COMMITTEES—1961

The name of the chairman appears first.

NOMINATING COMMITTEE

Nominating Committee: Mary Louise Gehring, Elizabeth Carr, Lionel Crocker, John Dietrich, Karl Wallace.

ADVISORY COMMITTEES

Committee on Committees: Kenneth Hance, Gladys Borchers, Waldo W. Braden, Douglas Ehninger, Robert C. Jeffrey, Robert G. Gunderson, Richard Murphy, Ralph Nichols, Ernest J. Wrage, Paul A. Carmack, Thomas R. Lewis, Robert T. Oliver.

Finance: Waldo W. Braden (chairman until July 1, 1961), J. Jeffery Auer (chairman after July 1, 1961), Owen Peterson, John Dietrich (after July 1, 1961), Robert C. Jeffrey.

Publications: Samuel Becker (1 yr.), Donald C. Bryant (2 yrs.), Hal Gulley (3 yrs.), Gladys Borchers, Douglas Ehninger, Richard Murphy, Robert C. Jeffrey.

Time and Place: Elise Hahn (1 yr.), Carroll C. Arnold (2 yrs.), Herman H. Brockhaus (3 yrs.), Robert C. Jeffrey.

Public Relations: Carroll Arnold (1 yr.), Robert Haakenson (2 yrs.), Robert G. Gunderson, Waldo Braden, Robert C. Jeffrey.

Consultation: Lester Thonssen, Loren Reid, Elise Hahn, John Dietrich, Kenneth Hance, Robert G. Gunderson, Robert C. Jeffrey.

Professional Ethics and Standards: Robert G. Gunderson and one member to be named by each Interest Group.

COORDINATION COMMITTEES

Committee on Cooperation between SAA and Related Organizations: Ralph G. Nichols and presidents of AETA, AFA, ASHA, NSSC, and the NUEA Committee on Discussion and Debate Materials.

Committee on Cooperation between SAA and Regional Associations: Robert G. Gunderson and the presidents of CSSA, WSA, SSA, SAES, and PSA.

SERVICE COMMITTEES

International Discussion and Debate: Franklin R. Shirley, Wayne E. Eubank, Mary Louise Gehring, Martin J. Holcomb, James H. McBeth, Robert P. Newman, Brooks Quimby, Glen Mills, R. D. Mahaffey, Judith Sayers.

Committee on Archives: L. Leroy Cowperthwaite, A. Craig Baird, Paul Boase, Giles W. Gray, Paul Carmack, Gordon Thomas, Robert C. Jeffrey.

Intercollegiate Discussion and Debate: Murray Hewgill, SAA representative until January

1, 1964. The other members of the committee are representatives of AFA, DSR, PKD, PRP, TKA.

Committee on Certification of Teachers of Speech: Karl Robinson, J. Jeffery Auer, Gladys Borchers, Rupert Cortright, Karl R. Wallace.

PROJECT COMMITTEES

Committee on Biographical Dictionary of Speech Education: Giles W. Gray, Edythe Renshaw, Douglas Ehninger.

Volume of Studies of Public Address on the Issue of Anti-Slavery and Disunion, circa 1860: J. Jeffery Auer, A. Craig Baird.

Volume of Studies in the Colonial Period of American Public Address: George V. Bohman, Orville Hitchcock, Ernest J. Wrage.

Volume of Studies in Southern Oratory: Waldo W. Braden, J. Jeffery Auer, Lindsey S. Perkins.

Volume of Studies of the Speaking in the Age of the Great Revolt; 1870-1898: Lindsey S. Perkins, Robert G. Gunderson, Hollis L. White.

AD HOC COMMITTEES

Assistance to Foreign Universities: Martin Bryan, Gladys Borchers, Laura Crowell, Leslie R. Kreps, Sumner Ives, Robert T. Oliver, C. M. Wise.

Constitutional Revision: Wayne N. Thomp-

son, Carroll C. Arnold, John Dietrich, Lester Thonssen.

Committee to Prepare a Brochure on Opportunities in Speech: J. Jeffery Auer, the Executive Secretary, and the editors of the journals.

National Council of Teachers of English Liaison Committee: Wallace A. Bacon and Donald C. Bryant, SAA representatives.

COMMITTEES OF THE LEGISLATIVE ASSEMBLY

Credentials: Henry L. Ewbank, Jr., Merrill T. Baker, Charles McGlon, Arthur Eisenstadt, Hollis White.

Resolutions: Milton Dobkin, Wayne C. Minnick, Coleman C. Bender, Elton Abernathy, Eleanor Luse.

Rules: Paul Carmack, Wayne Thompson, Ernest Wrage, Wayne Brockriede, Thomas Hopkins.

Executive Committee: Donald Bird, Paul H. Boase, J. Calvin Callaghan, Paul Carmack, H. Phillip Constans, Albert J. Croft, Henry L. Ewbank, Jr., Kim Giffin, McDonald Held, Ray Irwin, Robert Kully, Eleanor M. Luse, James H. McBath, Ralph Y. McGinnis, Wilbur E. Moore, Lawrence Mouat, James Robinson, Wayne Thompson, Charlotte Wells, Donald M. Williams, Ernest Wrage, and representatives of ASHA and AETA.

Nominating Committee (Legislative Assembly): Robert Huber, Paul Brandes, Frank Davis, William McCoard, Karl Wallace.

BOOK REVIEWS

Walter E. Simonson, *Editor*

ARISTOTLE. By John Herman Randall, Jr. New York: Columbia University Press, 1960; pp. xv+309. \$5.00.

Professor Randall's book fills a vital need for those interested in a comprehensive interpretation of Aristotle's thought. In contrast to the studies by Werner Jaeger and Sir David Ross, which have a philological emphasis, this work is a "philosopher's delineation of Aristotle."

The purpose of the book is to set forth what the author ". . . has found to be the significance for the present day" in Aristotle which, as it turns out, is his functionalism. Randall therefore follows the judgment of Alfred North Whitehead and John Dewey rather than the formalistic tradition of the Platonists and Scholastics. The possibility of other interpretations are admitted, but the author, following the "developmental" approach of Jaeger, believes that they are more valid when related to the young rather than to the mature Aristotle.

Teachers of speech who consider communication a "social tool" will find Randall's point of view particularly refreshing. Since he finds the Greek philosopher functionalistic, he does not dismiss Aristotle's concern for the productive sciences, as have certain recent scholars. In a chapter on this subject, Randall includes sections on "How to Write a Speech" and "How to Write a Tragic Poem." His functionalistic presupposition manifests itself when, in commenting on the *Poetics*, he writes: "Aristotle is at his best in his freedom from the muddled notions of modern "aesthetic" theory, which divorce "art" from "nature," and the "fine arts" from the "practical arts"—which admit, "As a play it is effective, but is it really 'art?'" "That is one question it would never occur to Aristotle to ask." These sections are not lengthy, but they are rewarding to the one who has worked through the philosophical presuppositions in the early part of the book.

Two other chapters are relevant for the theory of speech. An early chapter titled

"Analysis of Discourse" includes discussion of demonstration, dialectics, syllogisms, and enthymemes. In a chapter titled: "The Power of Selective Response: Sensing and Knowing" Randall sets forth Aristotle's epistemology. This chapter contains material which is vitally important if one is to comprehend the method by which Aristotle arrived at the "principles" of effective speaking and theatre.

The book is especially helpful since the author is careful to eschew any technical language which might prove difficult for the philosophically unorientated. He has recognized the obstacles presented by the Latin terminology of our translations and in several instances has translated crucial Greek terms into American English. For example, instead of using the Latin names for the four causes: formal, material, efficient, and final, he has translated the Greek of Aristotle into: What is it? Out of what is it made? By what agent? For what end?

Those involved in speech sciences will find the continual comparison which Randall makes between the views of Aristotle and modern scientific theory rewarding. This discussion is also of value to those concerned with relating the scientific method of speech criticism to the historical method.

Some will discover, upon reading this book that Aristotle is not as outmoded as they thought. Others will find that Aristotelianism is not exactly what they thought it to be. Each reader of the book will be indebted to Professor Randall for the penetrating insight into what is basic in the thought of Aristotle, how it has influenced western culture, and how it has influenced rhetoric, science, and the theatre.

THOMAS H. OLBRICHT
Harvard Divinity School

SKILL IN READING ALOUD. By Joseph F. Smith & James R. Linn. New York: Harper and Brothers, 1960; pp. xii+463. \$5.75.

The authors state in the preface to *Skill in Reading Aloud* that their intent is to present concretely the skills necessary to reading

aloud. This they have done in a readable and interesting style.

The book is rightly titled "Skill," for as the authors themselves state, "This Textbook is a sort of academic how-to, in that it tries to show the student clearly what the problem is, what his resources are, how to use these resources, and (where we can avoid the loftier aesthetic speculations) why he must solve the problem. But it does not attempt to blueprint the arts of either literature or of interpretation." A look at the organization of the book will point this up. The authors present an introductory chapter, four chapters on gaining understanding, four chapters on expressing understanding, one chapter on the relationship of the reader to his audience and a final chapter headed "Perennial Questions." A five page appendix briefly suggests some exercises for improving voice. An alternation of units on impression and expression purposes to stimulate and hold the interest of the user of the book. This seems to be a very practical arrangement; however, the authors are the first to admit that the organization of their text does not have to be followed by the instructor.

Professors Smith and Linn base their discussion of gaining understanding on a "new assumption" that the student "does not understand literature because he does not know what to look for." To show him what to look for, they first discuss the nature and determinants of meaning and present the "clues" to the "overall message" by discussion of the aspects of Sense, Attitude, Mood, Tone, and Social Intent. Secondly, they examine structure with special emphasis on poetry. The student who thought that analysis of meter in English class was a drudge will be pleasantly surprised at the interesting treatment of poetry structure.

The assumption underlying the treatment of expression is that "when the student's presentation of material is unconvincing . . . he isn't making total use of the procedures which nature and society have placed at his disposal. If he does not recognize these procedures, he must be taught them." The first unit on expression presents "the bare essentials" of "embodiment understanding in expression." The procedures for achieving clarity of expression show how to translate the text into idea and thought units and how to use emphasis properly. To achieve vividness of expression the authors suggest eight techniques. These in-

clude the Conventional Clues, Tone Copying, Interpolation and Extrapolation, Sense Recall, Identification, and Imaging. Smith and Linn think that the inclusion in one volume of eight techniques to supplement the think-the-thought method is unique. The second unit works for a "refinement of expression." Proceeding from the main thesis that "speech entails motor response," the authors discuss the reader's general bearing. The major part of the unit is devoted to movement. The student is advised that messages are conveyed to the audience with movement or even with lack of movement and that he is responsible for giving his audience messages which mark transitions, clarify ideas, reveal feelings, and disclose character. A summary which includes a re-listing of messages and more examples of each makes this unit seem overly detailed. The second part of "refining expression" is concerned with the audible aspects of delivery. Without delving too deeply into the linguistic language generally associated with pitch and pitch range, the authors describe a workable method of recording pitch. This simple method of linguistic notation is demonstrated in detail so that students should be able to employ it easily. This should prove a boon to the person who has difficulty in understanding and analyzing vocal patterns.

The last two chapters, "Enter the Audience" and "Perennial Questions," contain some excellent points; however, the ideas contained in them would have been just as meaningful within the context of other chapters.

Finally, a five page appendix briefly suggests exercises for improving the voice. The authors defend this cursory treatment by stating that the student who makes any "appreciable gains" from the chapters on expression will also have made some voice improvement and that "a thorough disquisition on voice lies outside the scope of a beginning course in 'oral reading skill'." There are references to texts devoted to voice and diction with an admonition to the student to continue voice improvement.

Two aspects of the book deserve special mention as aids to the teacher. The first concerns the typography which has been designed so that the student can tell at a glance the purpose of the matter on each page. Textual discussion is printed in full page width; analysis of selections is in smaller type, and set to a narrower measure; selections illustrating principles are indented; selections to be read and practiced orally are set in bolder face and in-

dented." The second concerns the exercises at the end of each chapter. More than a sufficient number of detailed and practical exercises are suggested. The authors take just pride in the variety and calibre of practice materials when they state, "selections are fairly representative of the major genres and periods."

The authors are aware of the problem of atomism which their spell-things-out-in-detail approach creates. They have taken precautions to insure that the student understands "the need for totality of response" and the relationship of "technique to the overall problem of meaning."

If you are looking for a beginner's text presenting a skills approach to oral reading it is worth your time to examine *Skill in Reading Aloud*.

CHARLES E. PORTERFIELD
Birmingham-Southern College

THE LIVING THEATRE. By Elmer Rice. New York: Harper and Brothers, 1959; pp. 1-xi+306. Trade \$5.50, text \$4.00.

Elmer Rice's career in our theatre began with the successful production of his first play, *On Trial*, in 1914. During the 1920's he gave us two of our most famous contemporary plays, *The Adding Machine* (1923) and *Street Scene* (1929). Drawing on these long years of theatrical experience, Elmer Rice in the spring of 1957 conducted a contemporary theatre class for the Graduate School of Arts and Sciences at New York University. *The Living Theatre* is a "synthesis of the lectures and discussions" which evolved at that time. Organized around the very general notion that the theatre is a complex medium of communication of a written play, involving a welter of skills, talents, and technical mechanisms, Mr. Rice has given us essentially a highly personal commentary on his life in the modern theatre. A hundred years ago the book might have been called, *My 40 Years in the Theatre; or, Life Behind the Scenes*.

The Living Theatre opens with hasty and superficial summaries of the nature of theatre and drama, the contemporary theatre in England, in Japan, and in the Soviet Union (which Mr. Rice has not seen since Meyerhold's extinction in the 30's). He goes on to give a brief sketch of the history of the American theatre, with less than encyclopedic detail, and a standard essay on the sources of our modern theatre, with the usual comments on "the significance of Ibsen." Finally, the last half of the book deals with the theatre of Rice's own

personal experience, Broadway, from World War I to date.

The strength of this much too reminiscent book lies in its closing chapters. Here is preserved Mr. Rice's own tantalizingly brief narrative of the founding and work of the Playwright's Company.

We know the story of the Federal Theatre Project chiefly through the eyes of its director, Hallie Flanagan. Here is additional material from Rice's point of view, for he was in charge of the New York operation. His splendid letter to Harry Hopkins, "New Deal" Secretary of Commerce, outlining his dreams for an American theatre, is the high point of the book.

Fresh too are the descriptions of our expensive theatrical labor unions and the shocking economics of Broadway play production, which every year become more critical. A simple one set show that cost \$25,000, just before the war, now costs \$75,000 to \$100,000. Wonder is that 70 to 80 plays will be done again this season, of which only a handful will pay their way. The trouble is not all with the labor unions though, says Rice, for our American audiences, with their peculiar quirk of measuring spiritual and aesthetic values by bank balances, will only go to see the hits.

Rice's jolly story of the production of *Street Scene* is a delightful Dutch Drill of unexpected circumstances bumbling together to make a hit, and best illustrates the book's theme.

Mr. Rice is a professional writer: his prose is uncomplicated and pleasant. However, this book is for the most part strangely detached from the theatre of our time, as if it had been written by someone who had abandoned it about 1940. Maybe the word is "uncommitted." The practice of the arts in our country demands much courage, hope, and an almost groundless faith in ideals of some sort. The reader will find little enthusiasm for our theatre here, and no feeling about the future. One wonders why. Our theatre has been pretty good to Mr. Rice.

Though now issued by the publisher in a text edition, *The Living Theatre* is actually no such thing. The teacher of a contemporary theatre class might find a hundred useful pages of supplementary reading material on the organization and operation of our commercial theatre. The scholar will find some useful passages of personal testimony. The rest is familiar generalization.

JACK CLAY
University of Miami

THE PRONUNCIATION OF AMERICAN ENGLISH. By Arthur J. Bronstein. New York: Appleton-Century-Crofts, Inc., 1960; pp. xvi+320. \$5.00.

This book may be briefly characterized as an eclectic compendium of basic knowledge in the field of American English usage. Bronstein has drawn together the scholarly research of a broad group of investigators and presented this knowledge in an interesting and readable text. He has skillfully avoided any temptation to robe this knowledge in the garb of scholarly obscurity designed to make the simple appear profound. The style is sufficiently clear to appeal to the student being introduced to the field for the first time, while at the same time it avoids innocuous simplicity. By including at the end of each chapter a fairly long list of bibliographical references specifically related to the area under discussion, he has simplified the task of the serious student who may wish to investigate the area further. This, in my opinion, is a more useful arrangement than that of including them all in a unified bibliography at the end of the book.

The book is divided into three main parts with two appendices, which might be thought of as a fourth part. Part I, "Our Language Today," attempts in a brief 37 pages to introduce the student to the levels of language usage, to present the concepts of phonetica and phonemics, to introduce the phonetic alphabet, and to familiarize the student with dialectal and regional speech. Part II, discusses in detail the formation of the various American English speech sounds. Part III discusses sounds in context, with a consideration of sound change, stress, juncture, pitch and melody. The first appendix gives a brief discussion of the historical development of the English language, while the second appendix presents samples of some of the work of linguistic geographers, specimen transcriptions, and a further discussion of phonemics.

As a text for a beginning course in phonetics for the general speech student this book has considerable merit. It has adequate content without being laborious.

DONALD GEORGE
Mississippi Southern College

THE DYNAMICS OF DISCUSSION. By Dean C. Barnlund and Franklyn S. Haiman. Boston: Houghton Mifflin Co., 1960; pp. xviii+461. \$4.50.

During the past fifty years, group discussion has been the concern of scholars and scientists identified with two major streams of thought. Educators, rhetoricians, social workers, and religious leaders have maintained an interest in group participation that stems from the work of John Dewey. Psychologists, sociologists, psychotherapists, and other social scientists have studied group communication from a "psychological" or "human relations" point of view. Barnlund and Haiman have integrated these two major approaches in their comprehensive book, *The Dynamics of Discussion*.

Convinced that "education is not the giving of answers, but rather the providing of a framework and a stimulus for problem solving," Barnlund and Haiman have dispensed with the dogmatic assertion that characterizes the cookbook type of text. Instead of answers, the reader is given the opportunity to join the authors on a journey of inquiry into the nature of group discussion processes, and he is encouraged to develop his own values and to arrive at his own solutions to the problems encountered.

Parts I and II of the text give a fresh emphasis to such traditional matters as the origin and types of discussion problems, the organization of group thinking, the kinds and tests of evidence, and the uses of authority and reason. An excellent chapter devoted to the resolving of rational conflicts concludes the text's thorough analysis of the content and procedures of discussion.

Recognizing that a knowledge of interpersonal relations is essential to an understanding of the discussion process, Barnlund and Haiman turn their attention in parts III and IV to the "human" element in discussion groups. Drawing upon theory and research in the behavioral sciences, the authors consider the development of group norms, the emotional climates of groups, and the power and mechanisms of social pressure. The causes and possible solutions of such problems as apathy and interpersonal hostility in a group are very carefully analyzed. Why and how channels of communication develop in a group, the influence of language upon the communication of ideas, and the relationship between communication, morale, and productivity are examined in a splendid chapter that considers the discussion group as a communication system.

Part IV of *The Dynamics of Discussion* provides insight into the functions, styles, and problems of leadership. In a final section, the

authors suggest that since social forces make the abandonment of discussion impossible, our task is to understand the discussion process so that we can promote its potential values and avoid its abuses.

The reader who is seeking a comprehensive understanding of discussion, who believes that a book should acquaint him with many possible alternatives and then encourage him to arrive at his own conclusions, and who agrees that the personal relationships which develop among group members are as inherent a part of the discussion process as the content of discussion, will consider *The Dynamics of Discussion* a highly significant contribution to the literature and a superb text.

ALVIN GOLDBERG
Northern Illinois University

THE EFFECTIVE BOARD. By Cyril O. Houle. New York: Association Press, 1960; pp. xvii+174. \$3.50.

"I have always noticed," observed General Goethals, "that a board is long, narrow, and wooden." With this sample prefatory sentence, one of the most perceptive minds in the field of adult education leads us into a brief, penetrating consideration of "short cuts to good practice for members and staffs of boards."

After defining a board as "an organized group of people collectively controlling and assisting an agency or association which is usually administered by a qualified executive and staff" the author examines his chosen subject in five chapters: 1) How to Think About a Board, 2) The Human Resources of the Board, 3) Improving the Organization of the Board, 4) The Board, the Executive, and the Staff, and 5) Improving the Operation of the Board.

In such a short work it is easy to see the need of the author's statement that "the principle of maximum utility must guide the selection of material." That he was able to maximize this principle is obvious in the clarity and pertinancy of the definitions as well as the expertness and specificity of the suggestions throughout the book.

Dr. Houle, professor of Education at the University of Chicago, describes the central value of a board as follows: "The central value of the board is that it provides an opportunity for the use of collective wisdom. Ideally it places at the disposal of a program the knowledge, insight, and personal contacts of a group

of people who are unusually able and who have widespread spheres of influence. Important consequences result. The right decision is more likely to be arrived at if several minds seek it together. In the weighing of alternatives, collective judgment is of crucial importance."

It often appears that the author's concept of a board bears many similarities to some conceptualizations of policy-making discussion groups. Yet he never alludes to the fact that the board's usual, principal instrument of social interaction is speech communication. A number of times the need for improvement of speech communication behavior on the board and between the board and the executive is mentioned, but only peripherally and never with any concrete suggestions for improvement.

Few books have been published which deal specifically with boards, and most of these are listed in the bibliography of *The Effective Board*. Nowhere in the book is reference made to any of the research or publications of scholars in the field of speech who have been concerned with aspects of group discussion which have a bearing on board behavior. I cannot help but feel that the fault lies not in our stars but in a failing on our part to adequately present our own message to all interested publics.

Those in the speech profession who are interested in Group Discussion, Speech Communication in Business and Industry, or Adult Speech Education will profit from and enjoy reading this "short course in the art and science of boardmanship."

FRANK E. X. DANCE
University of Kansas

HEARING AND DEAFNESS, (REVISED EDITION). By Hallowell Davis and S. Richard Silverman (editors). New York: Holt, Rinehart and Winston, Inc., 1960; pp. xvii+573. \$7.95.

The content in this book is directed toward all who are interested in the field of audiology. This interest in some comes as a result of professional activity and in others from close association with someone who has a hearing problem.

Quite naturally, the difference between the 1947 and 1960 editions of this work is of interest to those who are familiar with the first edition. In the 1947 edition there are 19 chapters. Three have been added to the 1960 book. In the early work Davis appears as

editor whereas in the 1960 book, Silverman is co-editor. The first book carries 5 chapters by Davis and 3 by Silverman. The current work has 9 chapters by Davis and 6 by Silverman. In some instances these two writers co-author the chapters. Interestingly enough the subtitle, "A Guide for Laymen," has been dropped in the 1960 work. The chapter on Military Aural Rehabilitation by Canfield and Morrisett which appeared in the early book does not appear. A chapter by Anderman describing the VA program in audiology is new. The Carhart and Ramsdell chapters do not represent new work. Both old and new are divided into six parts, (1) Audiology, (2) Hearing and Hearing Loss, (3) Auditory Tests and Hearing Aids, (4) Rehabilitation for Hearing Loss, (5) Education and Psychology, (6) Social and Economic Problems.

Part I has been added to substantially by a statement of Hoople and Carhart relative to the distinctive, but related tasks of the otologist and audiologist.

Part 2 has been reinforced with a discussion on loudness. Also new is the inclusion of Békésy and Rosenblith diagram on the axis of rotation of the malleus and incus and also Békésy's diagram showing direction of travel of waves along the basilar membrane. A new chapter on Hearing and Deafness by Fowler appears that contains a good discussion of definitions of terminology employed in the field of audiology. The chapter also includes some of the discussion that is to be found in the chapter on Medical Aspects of Hearing Loss in the old work. An entire chapter devoted to medical treatment of hearing loss with an emphasis on conservation of hearing is presented. Noise exposure—protective devices and deterioration of hearing in the aging are discussed. The title of the chapter on Surgical Treatment of Hearing Loss remains unchanged but not the contents. Not new is the extensive review of the procedure involved in the fenestration operation, but discussion of the stapes mobilization procedure as well as surgical treatment of Ménière's disease is new. One might have expected to read something of the most recent procedures involving reconstructive middle ear surgery. No such luck.

Part 3, dealing with Auditory Tests and Hearing Aids has been expanded to include special auditory tests, military standards, and medicolegal aspects. This is perhaps the unique contribution this chapter makes. The discussion on hearing aids has been brought up to date. There is extensive discussion relative to advice on choosing and maintaining the hearing aid. The discussion relating to hearing aid selection may or may not be that which is agreeable to most audiologists, nonetheless, it might make hearing aid dealers feel somewhat more comfortable.

Part 4, dealing with aural rehabilitation is highly similar to that which appeared 13 years ago. The discussion of speechreading is directed toward utilization of lipreading as an aid in the total aural rehabilitation program and should provide helpful hints to a teacher. The suggested readings following the chapter on speechreading 13 years ago numbered seven. These same seven appear in the suggested readings in the 1960 edition with the addition of one entry which is directed toward the laymen. Although there is a paucity of research on speechreading it might have added something to a student's reading to have reviewed some of the research attempts which have been made—particularly since the sub-title "A Guide for Laymen" has been dropped.

Since the VA program has been highly effective in bringing the labors of the audiologist to the attention of the public it is quite fitting that a chapter be included describing this effort.

When so many writers contribute to a work such as this, one cannot help but detect the change in style from one chapter to the next. This does not loom large as a problem, but is noticeable. It is of interest to note that in this new edition 78 percent of the suggested readings which follow the chapters are printed during or after 1947 (the date of the publication of the first book.) The revised edition is a real contribution to the field, and will probably find its way to the desks and shelves of those who are vitally concerned in some manner with hearing.

HERBERT J. OYER
Michigan State University

IN THE PERIODICALS

Helen M. Donovan, *Editor*

Assisted by Irene Conlon and Joan Grandis

GENERAL EDUCATION

HOCKETT, CHARLES D. "The Origin of Speech," *Scientific American*, CCIII (September 1960), 88-96.

The author states that man is the only animal to communicate by means of abstract symbols. His abilities, however, share many features of the primitive communicative systems in other animals. A comparison between human language and the call of the gibbon is undertaken. Human language has "productivity, that is the capacity to say things that have never been said or heard before." The gibbon, however, when he makes sounds, employs only "a small finite repertory of familiar calls." The gibbon system is characterized as "closed" while human language is "open or productive."

Appealing full page diagrams of the origin of modern Germanic languages, the evolution of language from the chordales through man, and eight systems of communication based on thirteen features of language are included in the article.

IRWIN, RAY. "A Problem of Assimilation," *Quarterly Journal of Speech*, XLVI (October 1960), 302-303.

Almost everyone, according to the author, accepts assimilation in the pronunciation of the words "nature, signature, century." However, when this combination of sounds occurs between such words as state your name, suit yourself, some of our schools insist that they be pronounced without assimilation. However, in normal rapid speech, this articulatory sequence tends to be assimilated in some way. The assimilation most unconsciously used is that of dropping the "t" and putting the glottal stop in its place. The author feels that this is such a wide-spread mistake that the individual speech teacher can hope to make only small inroads in correcting it. However, it would be worth the effort to correct these vulgarisms in the English language.

HEATHERS, GLEN. "The Dual Progress Plan," *Educational Leadership*, XVIII (November 1960), 89-91.

The author feels that the classroom, as employed to-day, is a patchwork. Dean Stoddard, Chancellor of New York University, has challenged the self-contained classroom concept by offering the semi-departmentalized "dual progress plan." The theoretical justification for "dual progress" is the distinction between cultural imperatives (Language Arts and Social Studies) and cultural electives (Science, Mathematics and the Arts). Within this plan, students progress in the cultural imperatives according to the usual grade system while they progress in the cultural electives on a non-grade level basis according to their abilities. The gifted student may advance in the electives without grade level restrictions, as fast and as far as his abilities permit, while the slow learner is freed from the unnecessary requirement that he keep up to grade level. Students are promoted only on their abilities in the cultural imperatives, which, the author feels, everyone in our society is expected to master well enough to have a basis for effective social living.

At present, the Long Beach, Long Island and Ossining, New York schools are participating in this test.

SPEECH EDUCATION

AUER, J. JEFFERY. "Speech is a Social Force," *The N.E.A. Journal*, XLIX (November 1960), 21-23.

In presenting a sound philosophy of speech education, the author attempts to explode fallacies concerning "speech" in modern public education.

This philosophy is set forth in the form of five cardinal beliefs:

1. Instruction in speech is concerned primarily with the source and substance of ideas.
2. Oral communication is a creative process, whether it takes the form of speech making,

discussion and debate, oral reading and acting, or playwriting and directing.

3. Speech training should provide a continuity of instruction and development, from the primary school through the secondary.

4. While the formal speech course provides a focal point for training in oral communication, the teacher of speech should enlist the co-operation of other faculty members in maintaining universally high speech standards in the school.

5. Speech instruction should be provided by those teachers who have had appropriate training in speech.

BIRD, DONALD E. "Listening," *The N.E.A. Journal*, XLIX (November 1960), 31-33.

Starting with the premise that "Listening is the orphan of the language arts," the author makes a plea for a more highly organized approach to the teaching of listening. He describes four general approaches to the teaching of listening and favors a combination of "direct" and "integrated" methods.

The article is quite specific in its presentation of what constitutes "good" and "poor" listening behavior and in outlining skills necessary to effective listening.

TORRANCE, E. PAUL. "Creative Thinking Through the Language Arts," *Educational Leadership*, XVIII (October 1960), 13-18.

The author presents suggestions for developing creativity through experiences in the language arts curriculum. He presents three main approaches:

1. Helping youngsters recognize the value of their ideas.
2. Providing activities which give practice or exercise in creative thinking.
3. Rewarding creative thinking in the classroom.

His suggestions indicate approaches the speech teacher might use to develop creative thinking through the medium of interpretation of poetry, creative dramatics, and other experiences in the speech arts.

Six principles given for rewarding creative thinking in the classroom would be of interest to the speech teacher:

1. Treat questions with respect;
2. Treat imaginative, unusual ideas with respect;
3. Show pupils that their ideas have value;

4. Give opportunities for practice or experimentation without evaluation;
5. Encourage and evaluate self-initiated learning;
6. Tie in evaluations with causes and consequences.

FRENCH, RUTH E. "The Potential of Speech in the English Program," *The English Journal*, XLIX (November 1960), 556-562.

The author states that ideally each student in high school should have one or more semesters of speech with a qualified speech teacher. She believes that speech should "motivate, enrich, and strengthen the training in the other language arts." The author sees the long-range goal of speech in the English class as enabling "a pupil to communicate with his classmates in a carefully conceived, well-organized, fluently expressed talk, with poise, good enunciation, and a sense of responsibility for his remarks."

Immediate pupil goals in terms of directness, relaxation, volume, rate, English, and organization are set forth. The democratic attitude, animation and variety are suggested as "three keys" for the achievement of actual speech skills. The dual aspects of "speech and reading" and "speech and listening" are considered. Miss French concludes that "speech training will foster dynamic class participation, further the personality and power of the individual student, and promote our democratic way of life."

STARKS, ESTHER B. "Dramatic Play," *Childhood Education*, XXXVII (December 1960), 163-167.

Dramatic Play is presented as a means of learning about the child's social and emotional development, his interests, concepts, and informational background. The author recommends observation of children during unrehearsed, spontaneous re-enactment of experiences for this purpose.

Dramatic Play is viewed as a valuable part of the curriculum for all ages as a means of language development, enrichment of vocabulary, and development of skill in the clear expression of ideas.

WOODS, MARGARET S. "Learning Through Creative Dramatics," *Educational Leadership*, XVIII (October 1960), 19-23.

Miss Woods urges Creative Dramatics as a form of creativity important in developing an awareness of purposeful living and promoting self-initiated activity. Her article is rich in examples and descriptions of her experiences in creative dramatics with elementary school children. The author stresses the importance of the teacher's preparation to do effective work in creative dramatics:

"Quality human experiences should be carefully planned by a teacher proficient in knowledge of growth and development of the individual and skilled in techniques of dramatic art."

KENNER, FREDA. "A Balanced Program for a High School Student," *The N.E.A. Journal*, XLIX (November 1960), 34.

A brief statement of goals and outline of methods and materials for a balanced speech program in a high school.

SHERIDAN, MARION C. "Creative Language Experiences in the High School," *The English Journal*, XLIX (November 1960), 563-569.

The author sets about defining an approach to creativity in the study of English. She holds that the creative approach to language experiences "offers the miracle of the promise of something new." Students at all levels require the creative approach. "Through the creative approach in the use and interpretation of language, the intangible results should equal tangible results. We may at least dream that the intangible results will be of far greater importance in liberating the human spirit."

SPEECH AND HEARING THERAPY

JORDAN, EVAN P. "Articulation Test Measures and Listener Ratings of Articulation Defectiveness," *Journal of Speech and Hearing Research*, III (December 1960), 303-319.

The study is concerned with an analysis of the relationship between:

- certain factors associated with defective articulation and
- listener reaction as indicated by listener ratings of the severity of defective articulation in short samples of children's speech.

It is generally recognized that defective articulation is likely to have an adverse effect on the personality of the speaker, due, at least in part, to the reactions of his listeners. It is

urged therefore that therapy be initiated as soon as possible in order to reduce as quickly as possible those deviations which are distracting to the listener.

Articulation testing, which does not provide for the identification of those factors which would distract the listener is described as having limited usefulness. These factors include number of sounds, frequency and position of sounds, and listener reaction.

BLOODSTEIN, OLIVER. "The Development of Stuttering," *The Journal of Speech and Hearing Disorders*, XXV (November 1960), 366-376.

This is the second of three articles dealing with the development of stuttering. Four phases are described. The first is characterized by an episodic onset, stuttering on the initial word of the sentence, stuttering on the small parts of speech, characteristic repetition, intensified by "communicative pressure" and an unemotional reaction to the stuttering. The second phase is described as "essentially chronic." There is stuttering when the stutterer is excited and on the major parts of speech. The stutterer thinks of himself as a stutterer but continues to speak freely in all situations. The third phase is described as showing "more difficulty in some situations than in others," "conscious anticipation" and word and sound difficulties. Essentially "there are few deep feelings of fear or embarrassment" or avoidance of speaking. The fourth and last phase is described as showing "vivid anticipations of stuttering and special difficulty in response to various sounds, words, situations, and listeners." Avoidance and fear together with circumlocution are features of this final stage in the development of stuttering.

JOHNSON, JOHN L. and JUUL, KRISTEN D. "Learning Problems in a Schizophrenic Child," *Exceptional Children*, XXVII (November 1960), 135-138, 146.

The speech therapist concerned with problems of the emotionally disturbed child will find this article of special interest. The author points out the similarity between the learning problem of the schizophrenic child, and difficulties encountered by the brain injured child as described by Strauss. He indicates that perceptual immaturity, distractibility, perseverations, concreteness and disinhibition have been found to be characteristic in both.

In discussing the schizophrenic child the

author raises the thought provoking question: "Is it a wise investment of the professional skills of the teachers to continue to teach children who seem to benefit so little from teaching?" He concludes that thorough and systematic study is needed for direction in the future management of these children and implies that time devoted to the education of such children may be of value in discovering approaches that may be useful with normal children who have lesser emotional disturbances.

MORKOVIN, BORIS V. "Experiment in Teaching Deaf Preschool Children in the Soviet Union," *The Volta Review*, LXII (June 1960), 260-268.

An experiment by N. G. Morozova and B. D. Korsunskaya under the auspices of the Moscow Institute of Defectology in 1953-1954 is discussed in this article. The Russian experimenters sought to enlarge the vocabularies, accelerate growth in speech and lip reading, and teach language directly from the child's sensory experiences by developing early facility with finger-spelling as a "stepping stone to oral language." A three year program beginning at age three is described. Mr. Morkovin does not share the views of the experimenters as he believes that finger-spelling has been known to hamper development of fluent speech and lip-reading and is particularly unsuited to the non-phonetic English language. Reprints of the article may be obtained by writing to the author at 881 S. Bronson Avenue, Los Angeles 5, California.

MOLL, KENNETH L. and DARLEY, FREDERIC L. "Attitudes of Mothers of Articulatory-Impaired and Speech Retarded Children," *The Journal of Speech and Hearing Disorders*, XXV (November 1960), 377-384.

Twenty-six mothers of children with functional articulatory problems and thirty mothers of children with delayed speech were given the Parental Attitude Research Instrument (PARI) and Wiley's Attitudes toward the Behavior of Children (ATBC) TEST. A control group of sixty mothers of children with no speech problems were included in the investigation. The children ranged from age 3 to 12 years of age. Results indicated that parents of speech-retarded children offer less encouragement to speak. Parents of articulatory-impaired children showed higher standards and values of speaking

for their children than did the mothers of children with normal speech. The investigators have noted the limited usefulness of these two tests in determining attitudes of mothers as compared with the findings of other investigators.

SANTOSTEFANO, SEBASTIAN. "Anxiety and Hostility in Stuttering," *Journal of Speech and Hearing Research*, III (December 1960), 337-347.

The author's study was concerned with whether stutterers and non-stutterers can be differentiated on the basis of anxiety and hostility. The results of this study seem to support the contention as measured by a projective test and by performance under laboratory induced stress. One important factor is that the stutterer's anxiety and hostility seem not to have been generated by or associated with a speaking situation.

It is proposed that anxiety and hostility may not be viewed as separate, perhaps independent, dimensions related to the phenomenon of stuttering but as interrelated states or systems of tension.

Two practical applications are suggested by the results. Special training and knowledge in Rorschach testing is not required to administer the RCT tests of this study. Therefore it would seem that the speech correctionists might make use of this tool in obtaining some assessment of the emotional disposition which this study suggests as characteristic of the stutterer. The second application for workers in the fields of speech and psychotherapy should take into account the emotional disposition in understanding and treating the stutterer.

STEER, M. D. and DREXLER, HAZEL G. "Predicting Later Articulation Ability from Kindergarten Tests," *The Journal of Speech and Hearing Disorders*, XXV (November 1960), 391-397.

Ninety-three kindergarten children were given a battery of intelligence, social maturity and articulation tests. Fifty-four of these children were given a 12 week speech improvement program. At the end of the twelve weeks the entire group of children again received articulation tests. The same children were retested five years later to determine whether or not later articulatory proficiency could be determined at the kindergarten level. Results noted by the investigators "indicate that certain variables measured at the kindergarten

level do have predictive values" in terms of articulatory errors. Intelligence and social maturity appeared to be unrelated to articulatory proficiency five years later.

FILMS, DRAMA, AND TELEVISION

ALPERT, HOLLIS. "Show of Strength Abroad," *Saturday Review*, XLIII (December 24, 1960), 43-45.

Mr. Alpert, states that the prestige of the American film has begun to decline even though it was the United States who pioneered the field. He feels that most of the films emanating from Hollywood are meretricious and mediocre and wonders if we are to be left behind in the international arena of quality, unless we pay more attention to what is happening abroad.

European film-makers study the technical aspects of our movies, then show us how our techniques can really be used.

Since it is believed even by governments, that films are important, not only as a medium of entertainment but because they share or should share a place with the other arts, popular or fine. The author suggests that something of import is happening if we can no longer keep pace with the films of other nations.

LENOIR, JEAN-PIERRE. "French Theatre Under the Fifth Republic," *Theatre Arts*, XLIV (December 1960), 61-63.

According to the author, since the advent to power of General De Gaulle, French cultural progress has become one of the country's most effective morale-boosters, both at home and abroad. He inaugurated a reform of the French National Theatres, which came to be known as the Malraux Plan. Andre Malraux was appointed to the newly created post of Minister of State for Cultural Affairs.

Paralleling his administrative reforms, Malraux is attempting to encourage a revival of classical tragedy and to increase the proportion of the repertory devoted to such authors as Racine and Corneille.

Much foresight would be needed, states the author, to assess the definitive effect of the Plan upon the French Theatre. This much is clear: Jean-Louis Barrault has a permanent home at the Odéon Théâtre; Jean Vilar has enough scope for experiment even though no higher subsidy has been granted him, and Roger Planchon was given the Directorship of the first Théâtre National de Province.

Mr. Lenoir feels that, although the drama has been dealt some blows in the past, they have been taken well and no doubt will survive them in the future.

JOHNSON, RICHARD C. "The White House Conference on Children and Youth," *Educational Theatre Journal*, XII (October 1960), 218-220.

The fiftieth anniversary White House Conference on Children and Youth utilized as its theme "the promotion of opportunities for children and youth to realize their full potential for a creative life."

In terms of educational theatre, recommendations were developed to include participation by every child in creative dramatics; participation by young people in dramatic productions under qualified direction; special attention to creative writing, creative dramatics, theatre arts, film production, and training qualified leadership in the colleges and universities. Other recommendations included high quality touring companies to school and community theatres and a building program for theatres.

COLE ROY. "Television for Deaf Children," *The Volta Review*, LXII (June 1960), 256-259, 281.

A British Broadcasting Company television venture is described in this article. A monthly half-hour program brings live entertainers, deaf children participating in quiz games, art, and specially made films to audiences of deaf television viewers. The programs are kept simple and chiefly visual, with a minimal use of captions and announcements. Speaking is done using large close-ups and followed by a written repetition or caption. The author is gratified by the response to the program in Great Britain but recognizes the difficulties in promoting this idea in the United States because of the "minority audience" involved and the profit motives of the commercial broadcasting companies.

GABLE, MARTHA. "Educational TV—Catastrophe or Opportunity?", *The Education Digest*, XXVI (October 1960), 14-16.

This article summarizes the various experiences in educational TV that have been developed under the sponsorship of the Fund for the Advancement of Education of the Ford Foundation. The author describes also a new venture in Educational TV which will be

centrally located at Purdue University and reach an audience in six states.

Mrs. Gable's experience in the field of Educational TV leads her to caution us against extravagant claims on the one hand and extremes of prejudice on the other. She concludes that TV teaching is generally successful provided that proper planning and guidance are maintained. In the long run, the teacher's skills and attitudes determine the success of Educational TV as they do the success of any teaching.

The author concludes by encouraging us to have a favorable attitude toward Educational TV and to cooperate in this new medium intelligently and constructively.

LIPSON, SHIRLEY. "Airborne Television: an Educational Experiment," *Educational Research Bulletin*, XXXIX (September 14, 1960), 141-147.

A program of telecasting educational courses on video tape from an airplane over a 6 state area is described in this article. The project described is known as the "Midwest Program on Airborne Television Instruction." The goal of the program is to bring television to schools where it was previously unavailable, to raise the level of general education, and to free the classroom teacher to work more closely with students even in light of tremendous growth in school and class enrollment.

AUDIO-VISUAL AIDS

Marcella Oberle, *Editor*

TASTE AND GENIUS IN THE ARTS. 10-33½

R.P.M. twelve inch recordings. Featuring John Mason Brown and Serrell Hillman. 25 minutes each side. Produced by Academic Recording Institute, 18 E. 50th St., New York 22, New York, and distributed by Bureau of Auditory Education, 1612 Lyman Place, Los Angeles 27, California. Sale: \$7.50 each, \$50.00 the set.

Taste and Genius in Arts is an eight hour and twenty minute record of discussions of the humanities, between John Mason Brown, drama critic and humanist, and Serrell Hillman, Time Magazine editor.

These recorded discussions transplant the listener into the same room with the participants. The interruptions, puns, digressions even corrections of pronunciations create an intimacy and a "thereness" which makes this set of ten records compelling listening.

This discussion of the humanities is for the college student and occasional gifted high school student. It best serves the college drama student who needs, as Brown states, to be brought to the "blinding light of actuality" for Brown brings the theatre into focus, places it in perspective with the world about us.

There are ten records to the set, titled "Taste and Genius in the Arts," each record running approximately 25 minutes a side. The variety of topics are treated under the following titles: *What is Greatness?*, *The Artist and His Times*, *Laughter*, *Development of Style*, *The Revelation of Character*, *Biography and Autobiography*, *What is a Classic?*, *What Determines Taste, Men and Ideas*.

In the first record, *The World of the Theatre*, Brown tells how during the period of World War II he became actively engaged in the world outside of the theatre. He talks of education being an evocation in that all the teacher can expect is to create in the student the desire to go to the library and learn.

John Mason Brown and Serrell Hillman consider the work of the great leaders, good or bad, of our time in all fields. The influences of Roosevelt, Wilson, Churchill, Ghandi, McCarthy, Nasser, Hitler, Freud, Jung, Marconi,

the Wrights, Picasso, Oppenheimer, Strauss, Schoenberg, Schweitzer, Proust, Hemingway, Odets, O'Neill, Shaw are discussed. References from the works of the lesser greats who have influenced life since 1920, the year of John Mason Brown's birth, are interwoven when related.

The reproduction of each of the ten separate records is excellent. The tone is intimate, however, the continual reference to people popular in the arts as creators or critics, does make the discussion foreign to someone not acquainted with contemporary trends in the arts or with its recent history. Popular and specialized books and periodicals are frequently quoted, which are not the regular diet of the novice. Used in the seminar framework these recordings will help make more understandable our teaching of the theatre as part of the humanities.

WILLIAM SCHLOSSER
San Fernando Valley State College

BETTER DICTION ANYONE? 28 minutes.

Speed: 33½. Available through Baylor University Book Store, Waco, Texas. Sale: \$3.50.

As the title of the record implies, it is designed to improve substandard pronunciation and articulation. In every section of the country there are certain mispronunciations prevalent in that area. In Texas, for example, such errors as "git," "jist," and "sich" are often heard. Mrs. Burke's record is designed to correct those substandardisms most frequently heard in the Southwest.

Although planned to meet the need for a drill supplement for speech classes, the record can be used advantageously by any one with pronunciation difficulties. Foreign students are particularly enthusiastic about the effectiveness of the record.

Better Diction, Anyone? has been praised by educators in schools and universities of the Southwestern area. In the recent meeting of the Texas Speech Association in Houston much interest was shown in the record as a medium for speech improvement.

GLENN R. CAPP
Baylor University

The following list of 16mm films is an excerpt from an annotated bibliography prepared by Sue Earnest, San Diego State College. Other sections of the bibliography will appear in future issues of *The Speech Teacher*.

ARTICULATORY MOVEMENTS IN THE PRODUCTION OF ENGLISH SPEECH SOUNDS. 1953-54. (2 parts). Sound. Color. Available through United World Films, Inc., 1445 Park Ave., N. Y. 29, N. Y. and Veterans Administration, Central Office Film Library, Vermont Ave. and H St. N.W., Washington 25, D. C. Part I—25 minutes. Sale: \$134. Free loan for preview only. Part II—26 minutes. Sale: \$138. Free loan for preview only.

Part I, Consonants: Through the use of animated drawings of the breathing process and direct photography of the movements of the laryngeal and articulatory structures, this film illustrates the production of speech. Movements of lips, mandible, tongue, velum, and pharyngeal constrictor muscles are shown in illustrations of oral continuant consonants, nasal continuants, plosives and affricatives commonly present in American speech.

Part II, Vowels: Vowels and glides: Through the live-action photography of the movements of the laryngeal and articulatory structures, the second film illustrates the production of vowels and their movements with glide sounds. It shows the importance of resonance as a factor in speech intelligibility through samples of connected speech.

EXAMINING THE ORAL MECHANISM.

1958. 25 minutes. Sound. Color. Planned and executed by William E. Castle in connection with his M.A. thesis. Technical consultant, Fred Darley. Available through State University of Iowa, Bureau of Audio-Visual Instruction, Extension Division, Iowa City, Iowa. Sale: \$200. Rental: \$6.75.

This film is for orienting beginning speech pathology and audiology students about this mechanism as it is related to speech problems. It is also of interest to those concerned with diagnosis. It demonstrates how an oral mechanism examination might be administered most effectively when the objective is seeking out physical problems which may affect speech. The film is largely definitional, pointing up graphically all the parts of the mechanism (lips, teeth, jaws, tongue, hard palate, velum, fauces) and many of the deviations which may occur in any one of them.

FUNCTIONAL STUDY OF THE TONGUE AND THE VELO-PHARYNGEAL MUSCULATURE. 1950. 8 minutes. Sound. Color. Available through University of Minnesota, Audio-Visual Extension Service, Minneapolis 14, Minnesota. Apply for purchase price.

This film demonstrates velo-pharyngeal closure and action of the tongue in all phonetic ranges as viewed from above through a clear plastic plate. It shows internal and external prosthetic restoration.

THE HUMAN SKULL. 1939. 20 minutes. Silent. Black and white. Available through Bray Studios, Inc., 729 7th Ave., N. Y. 19, N. Y. Sale: \$60. Rental: \$3.50.

It illustrates parts of the skull including sinuses, nasal passage, teeth, blood supply and nerve supply of teeth and a detailed study of the temporal bone which houses the hearing apparatus.

PHYSIOLOGY OF SPEECH. 1952. 30 minutes. Sound. Color. Available through University of Michigan, Audio-Visual Education Center, Ann Arbor, Michigan. Not for sale. Free loan.

This is a study of the speech mechanism in two patients: (1) One lacking an external nose, upper lip, intro-nasal structures and anterior part of the hard palate; (2) the other having an opening through the dorsum of the nose, between the eyes, with loss of all intra-nasal structures. Production of speech sounds, drinking, eating, gagging, yawning, and snoring are shown.

ALPHABET CONSPIRACY. 1959. 60 minutes. Sound. Color. Available through any Bell System Public Office. Not for sale. Free loan.

This is a film showing the action of the vocal cords.

THE HUMAN THROAT. 1947. 12 minutes. Sound. Black and white. Available through Bray Studios, Inc., 729 7th Ave., N. Y. 19, N. Y. Sale: \$50. Rental: \$3.

This film describes the throat, consisting of the pharynx and the larynx from an anatomical and functional aspect; it demonstrates the closing of the larynx to permit the passage of food during swallowing.

LARYNX AND VOICE, Part I, FUNCTION OF THE NORMAL LARYNX. 1957. 20 minutes. Sound. Black and white and color. Available through Northwestern University

Medical School, Audio-Visual Medical Education Department, 303 E. Chicago Ave., Chicago 11, Ill. Sale: \$140. Rental: \$15.

This film was designed primarily for instruction in speech correction classes and for laryngologists. It shows male and female laryngeal function in color with synchronized sound. The same function is also presented in ultra slow motion to demonstrate details of vocal cord vibration.

LARYNX AND VOICE, Part II, PHYSIOLOGY OF THE LARYNX UNDER DAILY STRESS. 1958. 23 minutes. Sound. Black and white. Available through William and Harriet Gould Foundation, 39 S. LaSalle St., Chicago 90, Ill.

This is the second in the series of educational films dealing with the larynx and voice. It assumes familiarity with laryngeal structures as acquired through the first film. Ultra slow-motion pictures of the vocal cords associated with graphic analysis of the vibratory cycle present many details of laryngeal function during the production of voice. Several types of laryngeal function are represented including that which accompanies laughter, coughing, inspiratory phonation, etc.

THE NOSE—STRUCTURE AND FUNCTION. 1954. 11 minutes. Sound. Black and white and color. Available through Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. Sale: black and white: \$60; color: \$120. Rental: black and white: \$2.50; color: \$4.

This film covers the function of the nose, the physiology of the nasal cavity, and nasal hygiene.

HOW THE RESPIRATORY SYSTEM FUNCTIONS. 1950. 11 minutes. Sound. Black and white. Available through Bray Studios, Inc., 729 7th Ave., N. Y. Sale: \$50. Rental: \$3.

In this film, air passages, the exchange of carbon dioxide and oxygen, and the mechanisms of breathing are shown.

HOW TO BREATHE. 1939. 6 minutes. Silent. Black and white. Available through Bray Studios, Inc., 729 7th Ave., N. Y. 19, N. Y. Sale: \$25. Rental: \$2.

The title of the film is self explanatory.

PRINCIPLES OF RESPIRATORY MECHANICS Part I. 1954. 20 minutes. Sound. Color. Available through the National Foundation, Department of Professional Education, 800 Second Avenue, N. Y. 17, N. Y. Not for sale. Free loan.

This film illustrates mechanical behavior of lungs in normal and pathological states. Using animated drawings, and both normal subjects and patients with respiratory conditions, it deals with basic concepts as elastic and resistive properties of the lungs and pressure-volume relationships.

PRINCIPLES OF RESPIRATORY MECHANICS Part II. 1955. 20 minutes. Sound. Color. Available through National Foundation, Department of Professional Education, 800 Second Ave., N. Y. 17, N. Y. Not for sale. Free loan.

This film uses both normal subjects and patients with asthma, pulmonary fibrosis, emphysema and respiratory muscle paralysis to illustrate alterations in mechanics of breathing produced by disease. Models and animated drawings illustrate pulmonary subdivision and such concepts as work of breathing and value of mechanical measurements.

RESPIRATORY SYSTEM. 1939. 11 minutes. Silent. Black and white. Available through Bray Studios, Inc., 729 7th Ave., N. Y. 19, N. Y. Sale: \$35. Rental: \$2.50.

This film describes the anatomy of the respiratory apparatus.

RESPIRATION. 1953. 12 minutes. Sound. Black and white. Available through United World Films, Inc., 1445 Park Ave., N. Y. 29, N. Y. Sale: \$70. Rental: \$6.

This film was produced by Gaumont-British Films and re-edited with American narration added by U.W.F. It illustrates the movement of the diaphragm and thorax in breathing, along with functions of nasal passages, trachea. It governs both internal and external respiration and shows the distribution of oxygen by means of the circulatory system and the release of energy by oxidation of food.

THE BULLETIN BOARD

Ordean G. Ness, *Editor*

The following encouraging editorial appeared in a recent issue of the *Ohio Pharmacist*, and was furnished us by Robert Haakenson, who is now Manager of Community Education for Smith, Kline & French Laboratories of Philadelphia:

"Another speaker at the NARD [National Association of Retail Druggists] convention suggested that all students be required to have at least one speech course before they graduate from pharmacy college. He argued that in today's complex society, the business or professional man who is not able to personally tell his story to the public is lost.

"In checking with an Ohio college of pharmacy, the Dean informed us that speech is not required for graduation, but it is strongly recommended. He reported that probably less than 50% of the graduates take any speech courses. He then added: 'But 99% of those returning after graduation say they wish they had taken some.'

"Should public speaking be made a part of the requirements for graduation from a college of pharmacy? We think so.

—James O. Cops, Executive Secretary."

The Hub Electric Company of Chicago has announced the availability of several special bulletins of interest to teachers in theater. One describes engineered lighting and control equipment for open stage theatres; the other concerns lighting systems for children's theaters. Both were prepared by theater designer James Hull Miller. These bulletins can be received free of charge by writing Hub Electric Company, Inc., 2255 West Grand Avenue, Chicago 12, Illinois.

Will you please make note of the new deadlines for submission of material for future "Bulletin Boards":

September issue	June 15
November issue	August 15
January issue	October 15
March issue	December 15.

CONFERENCES, CONVENTIONS, FESTIVALS, INSTITUTES, AND WORKSHOPS

The Pacific Speech Association held a very successful annual convention on the University of Hawaii campus November 12. Principal speakers were Dr. Orland Lefforge and Professor Lloyd Newcomer. Conducting panels on the use of discussion in the elementary and secondary schools were Professor Morton Gordon and James McCroskey. Dr. John P. Hoshor, Chairman of the UH Department of Speech, is the current president of PSA. Miss Barbara Kim will succeed him in June.

An eight-week summer workshop carrying three hours of undergraduate credit will be offered this summer by Illinois State Normal University. The workshop is designed for teachers with limited experience in producing and directing plays. Dr. Alan Stambusky, director of University Theatre, and Eric Bickley, technical director, will jointly conduct the workshop.

The Michigan Speech Department held the Ninth Annual Conference on Speech Communication in Business and Industry in November. The emphasis this year was on "Improving Personal Communication Skills" and had a twofold purpose of presenting the theory behind communication and then working in small groups where this theory was applied to practical situations. Speakers for the meeting came from the Department of English, Audio Visual, Bureau of Industrial Relations, Survey Research Center, and Speech. The luncheon speaker was William Sattler, on "Fact and Fantasy in Communication." Other speakers and their topics were the following: G. E. Densmore, "The Extemporaneous Speech;" Thomas M. Sawyer, Jr., "Organization for Speaking;" Rupert L. Cortright, "The Speech to Persuade;" Daniel S. Lirones, "The Use of Visual Aids;" Herbert W. Hildebrandt, "The Use of Listening;" Lee E. Danielson, "Group Communication;" N. Edd Miller, "Parliamentary

Procedure;" L. LaMont Okey, "The Manuscript Speech;" and Charles F. Cannell, "The Business Interview."

Professor Kirt Montgomery, executive secretary of the Oregon High School Speech League, announces that the League in its fifty-third year now embraces 101 schools. The last state tournament held at the University of Oregon featured 208 competitors, representing forty-eight schools, all of whom were survivors of earlier district tournaments.

The University of Wisconsin announces its first Summer High School Speech Institute, June 26 to July 15. Wisconsin high school students are invited to take intensive training in either of two fields—forensics or dramatics—during the three-week session on the Madison campus. The institute is part of the UW summer educational program for high school students called "Youth University." The main purpose of the institute is to equip the participants as more capable and inspired users of speech skills. It also provides a campus laboratory in the problems of planning, organizing, and evaluating a high school speech program for those selected speech students who are used as counselors and assistants with the guidance of senior staff members who are specialists in drama, discussion, and debate. For information about the institute, write: Dr. Thomas J. Murray, Director, 1961 Summer High School Speech Institute, 20 Memorial Library, University of Wisconsin, Madison 6, Wisconsin.

A one-day speech conference will be held on the University of Wisconsin campus June 29. It is designed to enable the experienced high school teacher, the prospective speech teacher, and the college teacher of speech to consider together various ways in which speech instruction can be made more effective in today's schools. General speech training will be the area of concern in the morning sessions. More specialized fields will be considered in the afternoon when sectional meetings in dramatics and in discussion and debate will be held. Some of the activities will be coordinated with the Summer High School Speech Institute.

In cooperation with the Wisconsin Idea Theatre of University Extension, the UW Speech Department presents an annual summer program of instruction, research, and practical

laboratory experience in community theatre. It is designed for professional and non-professional directors and workers on all levels of community theatre work, and for students, both graduate and undergraduate, who wish an introduction to this professional field. Faculty will include staffs of the Wisconsin Idea Theatre and the Speech Department and the following featured visiting lecturers: Richard Hoover, general manager of the Pittsburgh Playhouse; Eric Salmon, British producer-director of professional and repertory theatre; and John Wray Young and Margaret Mary Young, director-designer team of the Shreveport Little Theatre. Inquiries may be addressed to Edward L. Kamarck, Associate Director of the Wisconsin Idea Theatre, University of Wisconsin.

CURRICULA AND FACILITIES ADDITIONS

At the present time, St. Petersburg Junior College offers five courses in the field of Radio-TV-Film. In addition to the course work, students receive valuable practical experience by producing, directing, and working all crew positions over WEDU-TV, Channel 3, the local educational station. Upon completion of their two-year program at St. Petersburg, many of these students go on to four-year institutions offering a major in the field of radio, television or film. Robert C. Bohan is chairman of the department.

The University of Georgia Department of Speech and Drama is continuing its successful "Speech Forum." The Forum comprises a representative from each of the basic speech sections. These speakers deliver five-minute extemporaneous talks to the combined basic speech classes. Three awards are given.

During this second semester, the Department of Speech of Louisiana State University is offering its first course in television production in the studios of the new wing completed in 1958. The course is taught by John Pennybacker, instructor in speech.

In an attempt to solve the problems posed by rapidly increasing enrollments, the staff at Temple University has instituted a new method of teaching the basic courses in public speaking and in voice and articulation. Enrollments in sections of these courses are permitted to rise to 45 or 50. Each section is handled by a regular staff member who is

responsible for lectures, discussions, and general administration of the course. The class is divided for each speaking assignment with the instructor taking one half and a graduate assistant the other. On subsequent assignments the instructor and graduate assistant exchange groups. Under this system students are involved in the same number of assignments, and with close cooperation by the instructor and the graduate assistant, there has been no observable reduction in standards.

Pacific Lutheran College as of September 1 assumed the status of a university and is now known as Pacific Lutheran University. Along with this change in status, the Department of Speech is expanding. As of 1961, it will be known as the Department of Oral Communications, affiliated with the School of Fine and Applied Arts. Degrees offered will be Bachelor of Fine Arts in Drama as well as Bachelor of Arts in Telecommunications. The department now has a faculty of six members.

The Wisconsin Center for Theatre Research, under the direction of Professor Robert H. Hethmon, has been organized at the University of Wisconsin. The Center is engaged in collecting, preserving and making available to scholars significant materials in theatre and cinema and in carrying on an active program of research. It is an agency of the University and of the Mass Communications History Center of the State Historical Society of Wisconsin. Located on the University campus, the Center employs the research resources of the large UW Library, the outstanding newspaper files of the State Historical Library, and the unique collections of the Mass Communications History Center in the allied fields of radio and television.

Ohio University, Athens, recently instituted a program for the development of a center for collecting materials for the study of contemporary public address. Professors John Highlander and Lloyd Watkins are in charge of the program. Through this project Ohio University plans to make available to its own students and faculty and to those of other schools various significant records and materials. The most recent projects have been the taping of the "Great Debates" and the gathering of local newspaper accounts of practically all the campaign speeches of the two presidential candidates. Plans are being made for making sound

films of important speeches. For further information concerning the records, write to either Professor Highlander or to Professor Watkins. They would also appreciate receiving texts of any of the campaign speeches, or of any important speeches made in any part of the world. Your text will be copied and returned to you promptly. Assisting in the collection of the material is Theodore Walwik, National Defense Fellow.

FORENSICS

At the University of Florida: The Department of Speech conducted its annual Junior Debate Turney, December 8 and 9, for junior college and freshman level debaters. Twelve teams were represented.

At the University of Georgia: The annual Debate and Oral Interpretation Workshop was held November 19. The interpretation section held four separate workshops which were followed by a reading demonstration by advanced students and the presentation of a choral ode from the current dramatic production, *The Trojan Women*. The debate section included a demonstration by the Varsity Debate Squad, four workshops, and a talk by Professor Russell Everett entitled "Problems of the Debate Coach."

At the University of Hawaii: Under the direction of the Department of Speech Forensics Committee, the student body's Board of Debate and Forensics sponsor the following campus contests and activities: Wednesday Legislative Forum, held each Wednesday afternoon throughout the year; Campus Debate Tournament, held during October; Interpretative Reading Contest, in November; and the Extemporaneous Speaking Contest, in December. Interest in forensic activities has increased greatly this year. The attendance at the Wednesday Legislative Forum has averaged approximately 125 students each week. The Interpretative Reading Contest has grown to over ninety participants. The Extemporaneous Speaking Contest this year included nearly 200 students. In addition, the BODF sponsors a Debate Ladder Tournament which provides the opportunity for students to compete in debate each week. Over 50 students participated during the first semester.

The Hawaii Department of Speech will again sponsor the annual Intercollegiate Speech Tournament on the Manoa Campus May 11, 12 and 13. There will be competition in extemp-

speaking, oratory, interpretation and debate. Ten mainland schools have already indicated that they will attend. Any other school wishing to attend this tournament in the "Paradise of the Pacific" may write Dr. Donald W. Klopf, Department of Speech, University of Hawaii, Honolulu 14, Hawaii.

The University of Hawaii Speakers Bureau is an extensive public service program featuring student speakers. Among many speaking engagements provided for UH students are weekly appearances at Oahu Prison and the Armed Services YMCA.

During November four members of the forensic squad traveled to the mainland for fifteen days of competitive speaking and a variety of public appearances. Students competed at the Columbia Valley Tournament held at Washington State College in Pullman; the Welcome Hawaii Tournament held at Pacific University; and the Western Speech Association Tournament at Corvallis, Oregon. The highlight of the tour was the setting of a United States record at the Columbia Valley event. The UH team debated Bates College of Lewiston, Maine. The schools are located over 6,000 miles apart.

At Illinois State Normal University: The 29th annual Forensics Tournament was held January 6 and 7. Approximately fifty colleges and universities participated with over 500 college debaters being involved. Stan Rives, assistant professor of speech, was host for the tourney.

The annual University High School Discussion-Debate Tournament was held on December 10. Nearly 400 high school students from all over the state of Illinois took part, representing thirty-eight high schools. Ray Fischer, University High School debate coach, was the director.

At the University of Michigan: The fourteenth Annual High School Debate Assembly was held November 5. Over 500 students and teachers attended the event which centered around the high school debate topic. The program consisted of a symposium with speakers from the Law School and Political Science Department. A demonstration debate, by University debaters, was judged in light of the criteria used in Michigan by a panel of Speech Department personnel.

At Pennsylvania State University: Of 114 women who tried out for intercollegiate debate, 80 have been retained for the squad. Clayton H. Schug is director of forensics and coach of women's debate.

At Temple University: The annual Novice Debate Tournament was held December 3, and the Civic Forum League for Secondary School Students, on February 28. The annual High School Speech Festival is scheduled for April 14 and 15.

At Pacific Lutheran University: The local Pi Kappa Delta chapter sponsored the annual Student Congress October 29, which was attended by over 300 students from Washington and Oregon high schools. This is the only Student Congress of its kind. It completes actual legislation in only one day. Bills are presented by participating students and are acted upon step by step in the same manner as that of the United States Congress.

On November 3 to 5, the Department of Speech held an invitational practice tournament in which eighteen Washington and Oregon colleges participated.

At Southwest Texas State College: The debate team under the direction of Elton Abernathy met Baylor University debaters in a TV debate on capital punishment January 29 in Dallas. This is one of thirteen TV debates scheduled over a Texas state network sponsored by the Sinclair Oil Company. Besides sponsoring the programs the company is providing scholarship money awards to winners and losers.

The Southwest Texas State College Speech Festival was held December 2 and 3. Sixteen colleges and universities participated.

At Ohio University: The school's debate and discussion groups plan the most active year in the university's history for 1960-61. They will attend tournaments and conferences in Purdue University, Capital University, the University of Pittsburgh, Bellarmine College, Otterbein College, Illinois State Normal University, Marietta College, Ball State Teachers College, Ohio Wesleyan University, Northwestern University, Ohio State University, Notre Dame University, Georgetown University, and Augustana College of Rock Island, Illinois. Professor Lorin C. Staats is director of forensics and coach of women's debate. Professor Ronald Werner is coach of novice and men's varsity debate. Professor Gordon Wiseman is the director of the discussion program.

At the University of Houston: The debate squad has participated in tournaments at Texas Christian, Texas A. & M., and Howard College in Birmingham, Alabama. The University is one of fourteen Texas schools participating in the Sinclair-sponsored series of TV debates.

IN THE CLINICS

The University of Florida Department of Speech announces that it has received three OVR training grants in speech pathology and audiology. Interested persons may apply to Dr. R. E. Tew, Head, Department of Speech, University of Florida, Gainesville.

Under a grant from the Georgia Division of Vocational Rehabilitation, a short course for the rehabilitation of persons with speech and hearing problems is being offered in December and June for vocational rehabilitation counselors.

The University of Wisconsin Department of Speech and the Bureau for Handicapped Children, with the cooperation of the UW School of Education and University Hospitals, will hold five summer clinics for speech and hearing handicapped children from three to fourteen years of age. Each clinic, devoted to a specific disorder, is presented as a two-credit practicum course for speech correction majors, both undergraduate and graduate. Students may register in no more than two of the clinics. These include cleft palate, aphasoid, cerebral palsy, stuttering, and hearing. The Department will also offer this summer a new public school program for undergraduate students, which is oriented toward public school speech therapy, and which will be given in a Madison public school. The Speech and Hearing Rehabilitation Center will be in full operation this summer, equipped for speech and hearing diagnostic and therapeutic services.

ON STAGE AND THE READING PLATFORM

At the University of Southern California: *The King and I*, by Rodgers and Hammerstein, November; *The Bald Soprano*, by Eugene Ionesco, and the West Coast premiere of *The Redemptor*, by James Dey, December; *Shadow of a Gunman*, by Sean O'Casey, January; *The Play's the Thing*, by Ferenc Molnar, March; and one more production in April.

At the University of Florida: So far this season, Players have presented *Look Homeward, Angel* and *The Glass Menagerie*. The next major production is planned for March 22.

At the University of Georgia: *The Country Girl*, by Clifford Odets, directed by Gerald Kahan, October 26 to 29; *The Trojan Women*, by Euripides, directed by Richard Weinman,

November 16 to 19; *John Brown*, by Jack LaZebnik, directed by Leighton Ballew, February 15 to 18; and an arena production of *Arms and the Man*, by G. B. Shaw, directed by James Popovich, April 25 to 29. Also on the schedule for this year are "The Winners," student-directed productions of the winners of the one-act play contest, and "Reader's Theatre," student-directed staged readings from the works of Salinger and Kafka. The Junior-Artists-In-Residence program continues in its eleventh successful year. The Artists this year are Liselotte Reichert from the University of Vienna and John Henry Davies from the Central School of Speech and Drama in London.

At Illinois State Normal University: *The Red Shoes* by Hans Christian Anderson, adapted by Josef Schmidt, was presented under the joint auspices of the University Theatre and the Children's Theatre Board, of Normal, Illinois. Miss Mabel Clare Allen directed the cast of fifth through eighth graders in six performances of the play. Anouilh's *Antigone* was the Theatre's major production for the spring term, with Eric Bickley as director.

At Taylor University, Upland, Indiana: *The Matchmaker*, by Thornton Wilder, November 4 and 5; a Reader's Theatre, presentation, "An Evening with Benet," December 1 and 2; *The Glass Menagerie*, by Tennessee Williams, March 2 to 4; and, if released, *J.B.*, by Archibald MacLeish, May 4 and 5.

At Drake University: *Time of the Cuckoo*, by Arthur Laurents, October 27 to 29; *Tomorrow and Tomorrow*, by Philip Barry, December 8 to 10; *John Brown's Body*, by Stephen Vincent Benet, February 9 to 11; *The Rope Dancers*, by Morton Wishengrad, March 23 to 25; and *High Tor*, by Maxwell Anderson, May 11 to 13.

At Louisiana State University: First semester productions included *Look Homeward, Angel*, directed by Don F. Blakely; *The Rainmaker*, directed by Jack W. McCullough; and *Look Back in Anger*, directed by Mr. Blakely. The department also cooperated with the School of Music in the production of two short operas, *The Game of Chance* and *The Meeting*, which were directed by Peter Paul Fuchs.

At the University of Michigan: Christopher Fry's *The Firstborn*, Aristophanes' *The Frogs*, Debussy's *Pelleas et Melisande*, Moliere's *School for Husbands*, and Duerrenmatt's *The Visit*. Portions of three famous operas were presented in November by the Department of Speech and the School of Music. The opera segments were

taken from Leoncavallo's *I Pagliacci*, Humperdinck's *Hansel and Gretel*, and Wagner's *The Flying Dutchman*.

Over 1,300 Michigan high school teachers and students attended the Department's annual High School Drama Day on November 5. The program consisted of attending a production of *The Frogs* performed in the Varsity Swimming Pool.

At St. John's University (Jamaica): The Chapel Players opened its fifth season on the Hillcrest campus with a theatre-in-the-round production of Graham Greene's *The Potting Shed*, November 3 to 7, directed by Howard Lord.

At Queens College: A series of six "Reading Hours" has been inaugurated by the Queens College Readers Workshop under the supervision of Dr. Dorothy Rambo. Mrs. Elizabeth Scanlan read in the first reading hour.

At the University of Oregon: *Annie Get Your Gun*, directed by William R. McGraw, January 19 to 28; *The Potting Shed*, directed by William Z. Iron, February 2 to 18; *Sunrise at Campobello*, directed by Horace Robinson, February 24 to March 4; *The Enchanted*, directed by Preston Tuttle, April 14 to 22; and *Hamlet*, directed by Mr. McGraw, May 19 to 29.

The University of Oregon Theatre will employ a full time shop foreman beginning next fall. Although the position is not as yet filled it has received University sanction and funds. This is perhaps particularly noteworthy because it represents what many educational theatres have been attempting to achieve unsuccessfully for so long—convincing the administration of the impossible situation many technical directors face in attempting to design and build the year around, in addition to regular teaching duties.

At Temple University: *Summertime*, by Ugo Betti; *Uncle Vanya*, by Anton Chekov, and *The Killer* by Eugene Ionesco. A fourth production will be announced later.

At Washington State University at Pullman: *The Rivals*, by Richard Sheridan, directed by Joseph Wigley, October 21 and 22; *Medea*, by Robinson Jeffers, directed by Cal Watson, December 2, 3, and 7 to 10; *Cave Dwellers*, by William Saroyan, directed by C. A. Jones, January 13 and 14; *The Miser*, by Moliere, directed by R. R. Jones, February 16-18, 23-25, and April 3-7; *Seven Keys to Baldpate*, by George M. Cohan, directed by Robert Vogel-

sang, March 10 and 11; and Bizet's *Carmen*, directed by Margaret Davis, May 4 to 6.

Last year a group of students interested in theater toured the Washington high schools with a Readers' Theatre Production of a fifty-minute cutting of *Taming of the Shrew*. The success of the tour was evident by the request of return performances from schools visited last year. The script this year is being prepared from *Pride and Prejudice* for another fifty-minute production by the promoter of this program, Joseph Wigley. Mr. Wigley will travel with the cast of three women, three men and a narrator. The cast will use scripts and appear in modern dress without the use of properties or sets.

At Pacific Lutheran University: *Romanoff and Juliet*, presented by Alpha Psi Omega, October 13 and 15, for the University Homecoming; *Rumpelstiltskin*, a children's production attended by approximately 3,000 children from Tacoma schools and surrounding communities, October 20 to 24; an arena production of Lillian Hellman's *The Little Foxes*; and the annual presentation of the *Christmas Carol*, December 13. Plans are being made for another children's theatre production, *Lincoln's Secret Messenger*, in March, an Alpha Psi Omega production also in March, and at least one more all-school production in the spring.

At West Virginia University: The Speech Department's oral interpretation students are helping in a national speech fraternity project of Recordings for the Blind. The project is coordinated by the Library of Congress and is an outstanding example of their service work. Students must prepare a ten-minute reading from any piece of material and then record it on a special tape sent here by the Library of Congress. The completed tape is then returned to the Library, where each voice is evaluated for its effectiveness in reading for the blind. The best voices are listed and sent back with detailed information on disc recordings as to how best to interpret the special material. The material is then re-recorded in keeping with the instructions and returned to the Library of Congress for future distribution to the blind.

At the University of Hawaii: Two full houses greeted the readers at the first two UH Reading Hours this fall. The Department of Speech has presented regularly scheduled reading programs interpreting poetry, prose and drama for eleven years. An effort has been made during the past few years to choose outstanding readers from both campus and community. This em-

phasis on quality has been a large factor in enlarging the audiences. At a group play reading of *The Barretts of Wimpole Street* last season, people sat in the aisles and even stood at the entrance of an auditorium seating almost 500. The hall was again filled for Ustinov's *The Love of Four Colonels* this year. The Reading Hour programs were started by Professor Joseph F. Smith, and for many years Miss Ruth Ketzler served as chairman. During the past two years the series has been directed by Mrs. Lorinda Watson.

At *Alverno College, Milwaukee: Blithe Spirit*, by Noel Coward, November 19 and 20; *The Admirable Crichton*, by James Barrie, February 25 and 26; and a children's play in late April.

At *Cardinal Stritch College, Milwaukee: The Clown and His Circus*, a children's play by Conrad Seiler, March 18 and 19.

At *Carroll College: Skin of Our Teeth*, by Thornton Wilder, November 18, 19 and 21; an evening of one acts, March 3 and 4; and a musical, May 5, 6, and 8.

At *Marquette University: Peter Pan*, by James Barrie, September-October; *Ludus Coventriae*, author unknown, adapted by Rev. John J. Walsh, S.J., November-December; Shakespeare's *Julius Caesar*, February-March.

At *Milwaukee-Downer College: Babes in Arms*, by Lorenz Hart and Richard Rodgers, April 28 to 30.

At *the University of Wisconsin-Milwaukee: The Winslow Boy*, by Terence Rattigan, October 28 to 30; *The Puppet Prince*, by Alan Cullen, December 11; a Shakespearean play, March 17 to 19; and a fantasy or experimental play, May 12 to 14.

At *Viterbo College, LaCrosse: The Matchmaker*, by Thornton Wilder, November 14; *The Pied Piper*, adapted for the Children's Theatre, December 4; *Royal Gambit* by Herman Gressieker and a musical, to be produced in May.

At *Wisconsin State College, Eau Claire: The Diary of Anne Frank*, by Hackett and Goodrich, October 6 to 11; Shakespeare's *The Merry Wives of Windsor*, November 17 to 22; *The Admirable Crichton*, by James M. Barrie, March 23 to 28; *Kind Lady*, by Jerome Chodorov, May 11 to 16; and a musical scheduled for February 16 to 21.

At *Wisconsin State College, Oshkosh: The Rainmaker*, by N. Richard Nash, October 20 and 21; *Many Moons*, by James Thurber, December 9 to 11; *Finian's Rainbow*, by Fred

Saidy and E. Y. Harburg, February 23 to 25; and *Antigone*, by Jean Anouilh, April 24 to 26.

At *Wisconsin State College and Institute of Technology, Platteville: Bell Book and Candle*, by John Van Druten, October 24, 25, 27, 28; *She Stoops to Conquer*, by Oliver Goldsmith, December 8, 9, 12, 13; *All My Sons*, by Arthur Miller, March 20, 21, 23, 24; and *Moliere's A Doctor in Spite of Himself* and *Gammer Gurton's Needle*, May 4, 5, 8, 9.

At *Wisconsin State College, Stevens Point: Born Yesterday*, by Garson Kanin, November 2 and 3; a reading hour, December 6; *Antigone*, by Jean Anouilh, February 15 and 16; Readers Theatre, March 16; *The Importance of Being Ernest*, by Oscar Wilde, May 3 and 4; and a reading hour, May 9.

At *Wisconsin State College, Superior: Look Homeward, Angel*, by Ketti Frings, November 9 to 12; seven one-act plays, mid-December; *Major Barbara*, by George Bernard Shaw, March 9 to 12; and *Tom Sawyer*, May 2 to 6.

At *Wisconsin State College, Whitewater: The Matchmaker*, by Thornton Wilder, October 31 and November 1; an evening of one-acts, November 16; a children's play, December 13; *The Adding Machine*, by Elmer Rice, February 27 and 28; a second evening of one-acts, March 23; and Shakespeare's *The Tempest*, in arena production, May 1 to 3.

At *The American University: The theme of the 1960-61 season is "A Century of American Theatre."* Fall productions included Eugene O'Neill's Pulitzer Prize play, *Beyond the Horizon* and *Mister Roberts* by Thomas Heggen and Joshua Logan. Scheduled for Spring productions are Anna Cora Mowatt's *Fashion*, February 14 to 18; *The Scarecrow* by Percy MacKaye, March 14 to 18; and Kaufman and Hart's *Once in a Lifetime*, April 18 to 22. In addition, the Reader's Theatre will present productions of two nineteenth century plays: James A. Herne's *Margaret Fleming* on January 13 and Boker's *Francesca Da Rimini* on May 7.

At *the University of Houston: The Diary of Anne Frank, Bus Stop, Orpheus Descending*, and *The Devil's Disciple*. The Red Masque players assisted in a production on the University stage of a series of Chinese one act plays. Included in these were *Madame Butterfly*, *A Battle of Wits*, and a monologue, *The Little Teahouse Maiden*.

At *Southwest Texas State College: Skin of Our Teeth*, by Thornton Wilder and *Time Remembered* by Jean Anouilh.

ON THE AIR AND ON THE SCREEN

At the University of Hawaii: Professor Morton Gordon has received a \$19,888 Title VII Grant under the provisions of the National Defense Education act of 1958. This grant permits him to continue his experimentation in the possible uses of television instruction in teaching elementary speech improvement. The project runs from January 1960 through February 1962 and involves approximately 600 children in nineteen Hawaiian public schools.

At Illinois State Normal University: Professor Ralph L. Smith reports that the University's closed circuit television installation, which has been operating primarily as an observation facility in the elementary campus school, is now being extended to make it possible for signals from the campus school studios to be received in at least four academic buildings and four dormitories by June, 1961. The distribution system also will carry four commercial channels as well as the Midwest Airborne signals. At the same time the CCTV cable is being pulled, audio lines for a closed circuit dormitory-student union radio system will be installed. The center for radio operation will be in the new Fine Arts Building laboratory studios. As the result of a successful experiment in teaching the Library unit of the freshman English course, 1,200 students will receive these lessons (three sessions) via CCTV this year. For the first time, CCTV has been used by students during their junior teaching participation. A junior education student works with a small group of primary school children while her classmates, college instructor, and supervising teacher observe.

At the University of Michigan: The Radio-TV area of the Speech Department cooperated with the American Association of Colleges for Teacher Education in a special conference on the Michigan campus, January 8 to 11. The conference dealt with uses of TV in teaching.

Professor Edward Stasheff has been appointed administrator of the Instructional TV Project which includes the University's cooperation with the Midwest Program on Airborne Television Instruction. This appointment includes giving advice and assistance to local school systems which began in February to receive airborne programs.

At the University of Oregon: KOAC-TV of the Oregon System of Higher Education produced two special programs in December: A Christmas special on tape under the supervision of John Shepherd, Arthur Jacobs, Howard

Ramey and David Lewis of the University of Oregon, and a television adaptation of the University Theatre's *The Cherry Orchard*, which was a live broadcast.

At the Pennsylvania State University: A radio drama series, employing student actors and student-written scripts, has been initiated at WDFM under the direction of H. William Simington.

At Pacific Lutheran University: A closed circuit television system sponsored by the Ford Foundation has been newly installed; it is a flexible and comprehensive unit which can be expanded quite easily in future years. Mr. Paul Steen, formerly of Sacramento's Channel 6, joined the staff as producer-director for the teaching of the closed circuit direct television courses which began this year. Under the grant, three professors are teaching the entire amount of their time on TV as a direct teaching medium—Dr. William Strunk in college zoology, Dr. Charles Anderson in organic chemistry, and Mr. Theodore O. H. Karl in fundamentals of speech. Mr. Karl is in charge of the entire program.

At the University of Wisconsin: Engineering faculty members have registered great enthusiasm about the progress of the current experiment in off-campus teaching of an advanced course in electrical engineering by television. By means of a microwave relay system and closed circuit set-up, instruction in an advanced course in network theory is being carried to a class at the AC Spark Plug plant in Milwaukee, another class at University of Wisconsin-Milwaukee, and a third class on the Madison campus. Class sessions originate in Madison where Professors Wayne Smith and John L. Asmuth are the instructors. Through the use of a three-way audio system, students in any of the three class areas may communicate with the professors in Madison. The course is offered three days a week from 7:45 to 8:35 a.m. Two highly technical textbooks are used and three hours of graduate or undergraduate credits will be given to those who complete the course successfully. Observers see in this a possible development of university extension teaching on a wide scale to various professional and special interest groups.

WHA-TV and the UW Television Laboratory have benefitted by the gift of fifteen cabinet racks of equipment containing amplifiers, power supplies, two synchronous generators, regulators, and associated equipment, with a total value of about \$70,000. The gift was made

by the Acme Equipment Company of Chicago through its vice president, Mr. J. M. Segal, a former Wisconsin student. The equipment originally was intended to provide standard black-and-white and color television video and audio signals for test purposes. It meets present industry and government standards.

At Ohio University: The school is using its TV facilities, plus its newly acquired kinescope-equipped Auricon camera to make possible the televising of a catalytic demonstration session five days a week. Various members of the fine arts faculty have been used to conduct the demonstrations with technical assistance by the TV producers and directors. These men have turned out filmed programs, timed to thirteen minutes and thirty seconds, which have attempted to unify the basic thrust of the Introduction to Fine Arts course. This is a required course for students this year. Each day the program is seen in small classrooms where graduate assistants are prepared to lead the small group in discussion of the issues raised in the film. This discussion is held in the remaining half hour of the class period.

By going to film with these programs this year, the number of man hours involved has been greatly reduced, and the freshness of approach of the instructor has been preserved. There is no intention that these films shall be kept and re-used without revision year after year. As subject matter changes, or as future evaluation indicates that there is a better way of representing the content of the programs, the films will be re-done. Executive producer for the series is F. Craig Johnson. Script supervisor is Anthony Trisolini, and Producer-Director is F. Brooks Sanders. The course itself is under the supervision of the Dean of the College of Fine Arts, Dean Siegfried.

From The American University: During the past summer, Robert Henderson wrote and directed a short film about the New York Shakespeare Festival. The film, entitled *New York Madrigal*, was produced for the New York University Film Workshop.

FACULTY ADDITIONS AND APPOINTMENTS

At the University of Florida: R. R. Leutenegger, assistant professor of speech in speech pathology; A. W. Staub, assistant professor of speech and associate director of theatre; R. G. Jerit, instructor in speech and technical

director of theatre; Jane S. Letchworth, interim instructor in speech.

At the University of Hawaii: William Turner, assistant professor, and James McCroskey, Harry Savos, Joseph Aurbach, and Paula Hayne, instructors.

At Emerson College: Mrs. Kenneth Hales, Edna Ward, Bernadette MacPherson, Lynne Lalock, Philip Amato, and Carl Schmider.

At St. John's University (Brooklyn): Dr. Herbert R. Gillis, associate professor and departmental representative; Primo Amato, instructor and director of University College Dramatic Society; James Hall, instructor and director of debate.

At St. John's University (Jamaica): Dr. Audrey O'Brien, associate professor and director of the Speakers Bureau; Thomas Houchin, assistant professor; Horward Lord, assistant professor and director of Chapel Players Dramatic Society.

At Queens College: Mrs. Marie Fontana, lecturer in speech correction; John P. Workman, lecturer in theatre.

At the Pennsylvania State University: Mary Ellen Savage, instructor in speech; David F. Reifsnyder, instructor on the McKeesport campus; Eugene E. White, associate professor of speech and men's debate coach.

At Temple University: Herbert Simons, assistant professor of speech; Robert Olian, instructor in speech and director of the Student Speakers Bureau; Donald S. Sunquist, instructor in dramatic arts and technical director of the University Theatre; Mary H. Purcell, half-time instructor in speech.

At The American University: Donald M. Williams, professor and director of broadcasting; Robert M. Henderson, associate professor and assistant director of the theatre; R. Talbert Russell, instructor and technical director of the theatre.

PROMOTIONS

L. LaMont Okey, University of Michigan, to Associate Professor.

Jack E. Bender, University of Michigan, to Associate Professor.

Thomas F. Mader, St. John's University (Jamaica), to Assistant Professor.

J. Lyle Joyce, St. John's University (Jamaica), to Assistant Professor.

J. H. Yocom, The American University, to Professor.

PERSONALS

From the University of Southern California: Dr. Kenneth Harwood, professor of telecommunications, has been elected president of the Southern California Conference of the American Association of University Professors.

From the University of Florida: On November 30, friends and members of the Speech staff honored Professor H. P. Constans at a banquet held at the Hotel Thomas in Gainesville. The occasion was the retirement of Professor Constans as chairman of the Department of Speech, a position he had held for thirty-one years. He will remain on the University staff as a full time teacher and will continue to hold his position as chairman of the University's athletic committee. At present, Dr. R. E. Tew is serving as acting chairman. . . . On August 30 of last year, Dr. C. K. Thomas was married to the former Miss Carolyn Newcomb of Northampton, Massachusetts.

From the University of Georgia: Dr. Stanley Ainsworth, president of ASHA, took part in the dedication ceremonies at Dudley Hall, the new Speech and Hearing Clinic at Marquette University in Milwaukee, in October. He also gave the keynote address to the California Speech and Hearing Association in October.

From the University of Hawaii: Dr. Eleanor Bilsborrow studied and traveled in Norway and Denmark during the fall semester; she will be back at UH in the spring. . . . Dr. Merle Ansberry is on sabbatical leave during the spring semester. He has an extensive itinerary planned for visiting and lecturing at universities and hospitals from California and Oregon all the way to Florida and Maryland. . . . Dr. Elizabeth Carr, Dr. John P. Hoshor, and Professor Joseph F. Smith have been actively assisting in establishing a new chapter for the study of general semantics among Honolulu business and industry executives. . . . Professor Smith has returned from one year of exchange teaching at City College of New York; he also taught summer school at Banff School of Fine Arts.

From Illinois State Normal University: Miss Mabel Clare Allen, director of Children's Theatre, will be on leave the second semester; she is spending six months traveling and studying the theaters of Europe.

From DePaul University: Dr. Albert T. Martin presented a public reading of C. S. Lewis' "The Screwtape Letters" on November 15, sponsored by the Departments of Speech and English.

From Louisiana State University: Professor Owen Peterson has returned from a sabbatical which he held during the first semester; he spent his leave in England, working in the British Museum. . . . William R. Reardon of the University of Iowa, who is serving as visiting professor at LSU in the absence of C. L. Shaver, published his first novel, *The Big Smear (Crown)*, on October 25. . . . Waldo W. Braden, chairman of the Department, spoke to the Oklahoma Speech Association on "The Place of Speech in the Curriculum," on September 30. He also spoke at Indiana University on October 20 on "The Big Show vs. the Solemn Referendum," and at a high school debating conference sponsored by David Lipscomb College. He also served as a consultant at the ICA Seminar on Communication at Michigan State University and at Pennsylvania State University. . . . Professor Wesley Wicksell presented a paper on "The Engineering Teacher Speaks" at a Pennsylvania State University symposium, in August, sponsored by the Ford Foundation. During the fall he also spoke at the University of Missouri and the Office Management Association of Chicago.

From St. John's University (Jamaica): Harold J. O'Brien has been granted a two-year leave for graduate work at the University of Dublin, Ireland.

From Queens College: Mrs. Elizabeth Scanlan has returned from a sabbatical spent at the University of Hawaii. There she attended seminars in structural linguistics and observed work in oriental theatre and children's theatre. . . . Dr. Wilbur E. Gilman gave five lectures in the summer of 1960. One on June 22 was given at the University of Missouri on "The Functions of Public Address in the New Education" and two at the University of Oregon on June 28 and 29 were on "John Milton's Practise of Rhetoric" and "The Function of Logic." Also he took part in a Debate Conference at the University of Hawaii, in July, lecturing on "Constructive Argument" and "Refutation." . . . Dr. Arthur J. Bronstein has accepted a position as pronunciation consultant for a new edition of *Colliers Encyclopedia*. . . . Dr. Jon Eisenson attended the Conference on Aphasia at Stanford University September 19 to 21. . . . Dr. Robert P. Crawford was co-chairman of the Four College Teachers Conference at Brooklyn College, November 4; the Conference considered the implications of TV for education. In addition, he gave two lectures during the fall: on "The

Implications of Television for Air Force Instruction," to a class at Mitchel Air Force Base; and another to the faculty of the Music and Art High School in Manhattan.

From the University of Oregon: Horace Robinson spoke at the regional meeting of School Administrators in San Francisco in January on "Coordinating the Building and Curriculum Programs of Public Schools." . . . Ottolie Seybolt, former professor of speech and director of theatre, continues to be active in spite of her "retirement." In addition to taking courses she has always wanted to get in, she has produced and directed a production of *Look Homeward, Angel* at Eugene's Very Little Theatre.

From the Pennsylvania State University: Robert T. Oliver is on leave as visiting professor at Los Angeles State College. . . . David Jabusch is now an administrative assistant to the department head. . . . Jack Brilhart has conducted recent programs for the Center for Continuing Liberal Education, the United Steelworkers of America, and the Communications Workers of America. . . . Harold P. Zelko, who is acting department head this semester, has spoken recently on "Listening as a Management Tool" for the American Management Association in New York City, on "Communication in Management" for the Advanced Logistics Course at Wright-Patterson Air Force Base in Dayton, and on "Communication and Decision-making" for the Pennsylvania Society for Crippled Children and Adults. . . . Bruce M. Siegenthaler is on leave for the spring semester for professional writing and the development of a seminar course in audiology. . . . H. William Simington has conducted programs in discussion leadership for the Center for Continuing Liberal Education in several Pennsylvania cities, including Newport, Elizabethville and Harrisburg. . . . Waldo W. Braden, Department chairman at Louisiana State University, served as a distinguished visiting professor November 17, 18 and 19. He met with the speech staff and graduate students, visited classes, and was available for private consultation.

From Temple University: Dr. Harry L. Weinberg delivered a lecture on "Language and Scientific Method" at the Marshall Laboratory of the Du Pont Chemical Company in October. . . . Dr. Gordon F. Hostettler has been elected a member of the Steering Committee of the Faculty Senate at Temple. He is also serving on the Graduate Committee of the

College of Liberal Arts, as well as on a special committee whose duty it is to help seek a new dean for the Liberal Arts College. . . . Herbert Simons and Robert Olian will teach basic courses in Industrial Communications for the Philadelphia Electric Company. Mr. Simons will also teach a course for supervisors in this company.

From Pacific Lutheran University: Stanley Elberson has returned after three years of absence to teach in the fields of interpretation and drama. . . . David Christian also joined the staff as chief engineer for the closed-circuit TV system and is in charge of all engineering in the radio section.

From West Virginia University: Mrs. Enid Portnoy appeared on Pittsburgh's educational TV Channel 13 on November 4 to open the University's cultural series utilizing faculty and student talent. Her program was entitled "Stranger than a Dream" and was a half-hour presentation of the writings of Robert Frost, Thomas Wolfe, Robert Benchley, and James Thurber.

From the University of Houston: Dr. John W. Meaney, director of the Radio-TV Film Center, is now on leave of absence, working in Washington, D. C., where he is a consultant in educational TV. He has been away from the campus for a year and will return in September of 1961. . . . Mr. Richard Albitz, former instructor in the Radio-TV department, resigned in September to become station manager of KHUL-FM in Houston. . . . Mr. Jerry L. Gray is a visiting director with the department of drama. He has done directing at the Playhouse Theatre in Houston. . . . Mr. John Wylie, professional actor and co-director at the Alley Theatre in Houston, is teaching a course in the department. . . . Three staff members performed in minor roles in a technicolor motion picture entitled "The Tomboy and the Champ." The film, which incorporated much of the Houston Fat Stock Show, had its world premiere in Houston on January 25. The three local actors were Dr. Tom Battin, Mr. Frederick Smith, and Dr. Don Streeter.

From Ohio University: On November 13, a group of Ohio professors met in Dayton to present a televised discussion carried by WLW-D on the 1960 presidential campaign. The discussion was moderated by Professor George Biersack of the University of Dayton and Professor Austin Freeley of John Carroll University.

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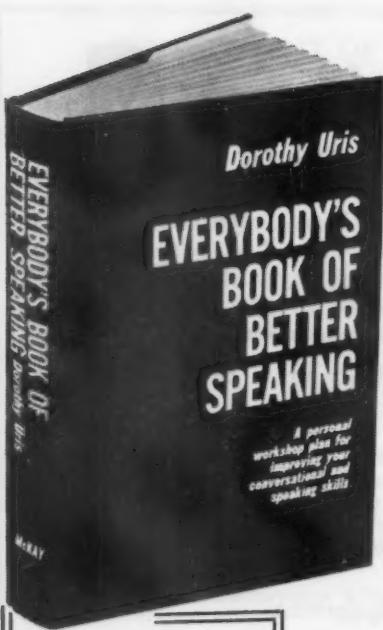
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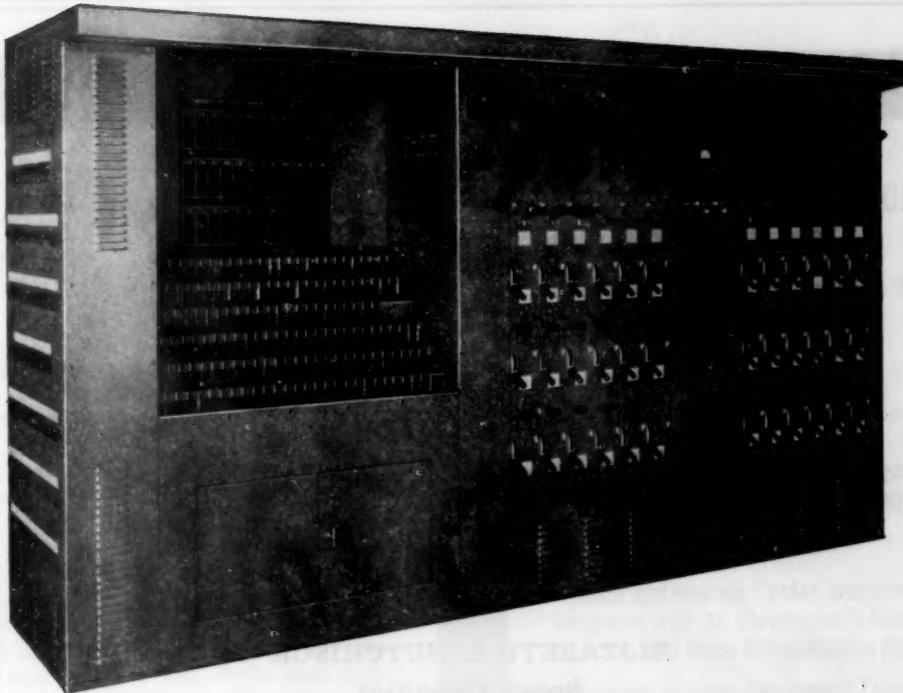
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